DOCUMENT RESUME

ED 366 494 RC 019 498

TITLE	Facility and Telecommunications Needs of Tribally Controlled Community Colleges. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, First Session (July 29, 1993).
INSTITUTION	Congress of the U.S., Washington, DC. Senate Committee on Indian Affairs.
REPORT NO	ISBN-0-16-043437-8; Senate-Hrg-103-342
PUB DATE	94
NOTE	124p.; Contains some broken print. Photographs will not reproduce clearly.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*American Indian Education; *College Buildings; *Community Colleges; Construction Costs; Construction Needs; Distance Education; Facility Requirements; *Federal Aid; Hearings; *Telecommunications; *Tribally Controlled Education; Two Year Colleges
IDENTIFIERS	Congress 103rd; Equipment Needs

ABSTRACT

A Senate committee hearing received testimony on the condition of facilities at tribal colleges and on the role that telecommunications technology might perform in helping tribal colleges accomplish their mission. Representatives of tribal colleges described inadequate and unsafe buildings with leaky roofs and structural problems, trailers and donated spaces used as classrooms, problems with electricity and other utilities, growing enrollments and overcrowding, and the lack of federal funds for building repair and renovation. The telecommunications project director of the American Indian Higher Education Consortium summarized plans for an educational telecommunications network that would link tribal colleges, reservation schools, and tribal community-services agencies. Appendices contain prepared statements that describe the history of federal funding for tribal telecommunications and distance-learning projects; provide details on funding needed for construction projects and telecommunications equipment; and discuss the history, socio-political environment, physical resources, educational accomplishments, enrollment trends, construction and renovation needs, and costs of capital improvement and renovation projects at Navajo Community College (Arizona/New Mexico). Photographs of Sinte Gleska University (South Dakota) facilities are included. (SV)

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S. HRG. 103-342

FACILITY AND TELECOMMUNICATIONS NEEDS OF TRIBALLY CONTROLLED COMMUNITY COLLEGES

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ED 366 494

HEARING

BEFORE THE

COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

ON

TO RECEIVE INFORMATION ABOUT FACILITY AND TELECOMMUNICATIONS NEEDS OF TRIBALLY CONTROLLED COMMUNITY COLLEGES

JULY 29, 1993
WASHINGTON, DC

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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72-858 cc WASHINGTON : 1994

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-043437-8

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FACILITY AND TELECOMMUNICATIONS NEEDS OF TRIBALLY CONTROLLED COMMUNITY COLLEGES

THURSDAY, JULY 29, 1993

U.S. SENATE,
COMMITTEE ON INDIAN AFFAIRS,
Washington, DC.

The committee met, pursuant to notice, at 9:40 a.m. in room 485, Russell Senate Office Building, Hon. Daniel K. Inouye (chairman of the committee) presiding.

Present: Senators Inouye, Conrad, Akaka, Campbell, and Cochran.

STATEMENT OF HON. DANIEL K. INOUYE, U.S. SENATOR FROM HAWAII, CHAIRMAN, COMMITTEE ON INDIAN AFFAIRS

The CHAIRMAN. We meet to accomplish two principal purposes. The first of these is to receive information about the physical condition of facilities of tribally controlled community colleges, and explore what might be done to obtain funding to carry out repairs, renovation, or new construction. The second purpose is to receive the report and recommendations of the tribal colleges regarding the role that telecommunications technology might perform in helping them accomplish their missions, and to learn of opportunities within the Federal Government that might enable them to implement their recommendations.

I hope that by scheduling the hearing today, as so many policy issues are competing for the deserved attention of the Members of the Senate, is perceived as intended: A recognition by this committee of the importance of tribal colleges in Indian country, and a recognition that further congressional action may be required to meet facility and telecommunication needs of the colleges.

On the basis of earlier hearings, I think it may be fairly said that but for the existence of tribal colleges, several thousand Indian men and women might not be obtaining post-secondary education today because they live on reservations or in nearby communities and have jobs and families, and travel to distant locations would not be possible, or because some may want to experience college-level success close to home before entering other colleges. In addition, if there were no tribal colleges, the other roles that they play in their communities, including those related to languages and cultures, might go unperformed.

What these colleges do, they do very well, but with funding sharply below that of State or Federally supported community col-

leges, there is little money available to them for renovation and repair and, with few exceptions, no money for new construction. It is these conditions which the first panel of witnesses will address today. In part, it is their small budgets that have led tribally controlled colleges to look to telecommunications technology as a means of more fully accomplishing their missions. They have recognized that technology can bridge the distances between their colleges and between their reservations and learning centers elsewhere and allow the delivery of instructional programs.

With congressional appropriations and the dedication of much of their time, tribal college presidents, academic deans, and telecommunications consultants have developed a plan for a Phase I Distance Learning Network and are now planning to move forward toward implementation of that plan. It is these activities and plans which are the subject of the second panel of today's hearings.

There is a new book describing the development of the tribal colleges, beginning with the founding of the Navajo Community College in 1968. The book's subtitle sums up much of what I think about tribal colleges. That subtitle is "Making Good Medicine."

I would like to now invite the first panel of witnesses to take their places at the table. The first panel will consist of the following: Acting Director of the Office of Indian Education Programs, BIA, William Mehojah, accompanied by Oscar Mueller, Acting Director, Office of Construction Management, Department of the Interior; the president of Northwest Indian College of Washington, Dr. Robert Lorence; the president of Blackfeet Community College of Montana, Carol Murray; the chairman of the Board of Crownpoint Institute of Technology in New Mexico, Paul Jones; and the vice president of the Navajo Community College of Arizona, Dr. Jim McNeley.

Ladies and gentlemen, welcome to the committee.

May I first call upon Mr. Mehojah.

STATEMENT OF WILLIAM MEHOJAH, ACTING DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, U.S. DEPARTMENT OF THE INTERIOR, ACCOMPANIED BY OSCAR MUELLER, ACTING DIRECTOR, OFFICE OF CONSTRUCTION MANAGEMENT

Mr. MEHOJAH. Thank you very much, Mr. Chairman. My name is William Mehojah, the Acting Director of the Office of Indian Education Programs for the Bureau of Indian Affairs. Seated with me is Oscar Mueller, who is the Acting Director of the Office of Construction Management for the Department. He will be available this morning to answer any technical questions concerning facilities and construction.

I'd like to present a summary of my testimony; however, I request my full statement be made a part of the record.

I am pleased to be here today to testify about the construction and renovation needs of the tribally controlled community colleges. The Bureau provides operating grants totaling about $24 million to 22 tribally controlled community colleges and administers two postsecondary schools. In addition, the Bureau provides about $1 million toward tribal college endowments.

The Higher Education Act Amendments of 1992, Public Law 102-325, authorized to be appropriated $10 million for renovation, repair, and construction for tribally controlled community college facilities, and $2 million for the Navajo Community College. Due to the backlog of facility needs for our elementary and secondary schools, we have been unable to address the tribally controlled community college needs.

In the area of telecommunications, Congress provided $448,000 in fiscal year 1989 for a teleteaching project to serve tribally controlled institutions. The project ended in 1991. In 1991, Congress provided $250,000 through the Department of Commerce for the TCCC's to develop a plan that would identify how these institutions could more effectively achieve their mission through telecommunications. This is a much-needed program, and we believe it should be continued and expanded.

This concludes my summary. I am available for any questions you or the committee may have.

[Prepared statement of Mr. Mehojah appears in appendix.]

The CHAIRMAN. Mr. Mehojah, I thank you very much.

May I now call on Dr. Lorence.

STATEMENT OF ROBERT LORENCE, PRESIDENT, NORTHWEST INDIAN COLLEGE, BELLINGHAM, WA

Mr. LORENCE. Mr. Chairman, Members of the committee, I have summarized my statement, but also request that the previously submitted statement—

The CHAIRMAN. Without objection, all of your prepared statements will appear in the record.

Mr. LORENCE. I serve as President of Northwest Indian College, which was chartered by the Lummi Indian Tribe to provide post-secondary educational services to Washington and Oregon. I appear before you today as Chairman of the AIHEC Facilities Committee. On behalf of AIHEC, we're especially pleased that you and the committee have expressed interest in the status of our facilities.

As you're aware, the tribal colleges are woefully underfunded in general, but the area of facilities needs and funding has been overlooked by the BIA, the Congress, and the Executive Branch of the Federal Government for the past 20 years. The Tribal College Act has had an authorization for appropriations, but there has yet to be even the first recommendation by any entity to provide funding for these facilities. The Office of Construction Management within the BIA accepts no responsibility relative to tribal college facilities, because tribal college facilities are not owned or operated by the BIA.

It is true that neglect and disregard for the facilities needs of tribal colleges will stretch the Federal budget and help reduce current budget deficits. However, since education for Native Americans, including post-secondary education, is a trust responsibility of the Federal Government, inaction relative to tribal college facilities needs simply creates a backlog of unmet financial obligations which continues to grow at an exponential rate.

There have been some efforts to draw attention to this problem, dating back to 1986, when the BIA completed a study to determine

if there were any BIA-owned facilities which could be converted for tribal college use. The result of that study was that there were no such facilities available. That same document does include a total of $13 million in needed repairs and renovations for the tribal college facilities back in 1988, 5 years ago. It also documents at that point in time, in 1988, a need for over $15 million in new construction needs.

The Carnegie Foundation report entitled "Tribal Colleges: Shaping the Future of Native America" was published in 1989, and it included a brief review of tribal college facilities as well, and it noted that the typical tribal college is operating in donated space, oftentimes used on a joint basis with other tribal programs, or in facilities that are deemed no longer suitable for other tribal uses. In several cases, these facilities have been previously condemned.

It also notes that the tribal colleges have been especially creative in designing solutions to these problems, but unfortunately these solutions, while creative, can also be viewed as time bombs, because used portable facilities have limited lifetimes and are generally buildings which have been previously condemned as a result of code compliance problems or other expensive problems with those buildings. Thus, the lack of facilities funding has forced tribal colleges to accept inadequate and inferior facilities with high maintenance and operational costs, which ultimately will have to be replaced with new construction.

The Carnegie report includes a specific recommendation, which reads as follows:

> Specifically, we recommend that the Federal Government appropriate funds for construction as authorized in the Tribally Controlled Community College Act so that, by the year 2000, every college has an adequate plan to fulfill its educational obligations.

It includes also the following statement:

> We do not propose spacious facilities for these institutions. All we call for are spaces that would bring dignity to tribal colleges and greater effectiveness to learning. For students to be fully served, there must be, at the most basic level, adequate classroom space and campus buildings that are aesthetically attractive and functional.

Over the past several years, there have been four Federal programs that tribal colleges have utilized to acquire usually one-time or temporary funding to provide relief for some of the facilities needs. Those programs are the Library Services and Construction Act; a one-time appropriation through General Services Administration; Indian vocational programs have been used to establish training programs, and then the students themselves at these colleges have constructed facilities or renovated facilities; and a minority science improvement project has been utilized by several of the colleges, but, there again, that's a minimum amount of money—$30,000 to $40,000 over a 3-year period.

It was 2 years ago, the AIHEC Facilities Committee developed an initial draft of what we call the Capital Analysis Model for tribal colleges. This model is patterned after a very successful model developed in the State of Washington for the Washington Community College System. It attempts to define what a college should have, and then to identify what facilities a tribal college has at this moment in time, and to compare the gap between the need and what the model should provide as a basis of prioritizing facilities

needs amongst those colleges. The whole system is based upon an architectural and engineering analysis of the existing buildings to determine for which buildings it's financially feasible to renovate them as opposed to new construction. This project was brought to a halt due to lack of funding—a shortage of about $200,000 to complete this particular study.

AIHEC has four specific recommendations for you concerning our facilities, and they are that Congress adopt a long-term plan for the improvement and development of tribal college facilities, as recommended by the Carnegie Foundation. Such a plan should include annual appropriations, as authorized in the Tribally Controlled Community College Act, which should be allocated into four line items. These line items would be emergency and contingency, repairs, minor improvements, and, finally, major projects, which would be new construction. The funds would be distributed to the colleges based upon the tribally controlled college Capital Analysis Model and the college's accreditation status. Finally, this appropriation level of about $30 million would be maintained until the tribal colleges have fully developed facilities to meet the post-secondary education needs of native Americans.

We also recommend and urge that the Congress include in the current year's budget the requested $1.7 million to fund emergency projects and the architectural and engineering study of tribal college facilities; that the U.S. Congress direct the Department of Defense to consider facility needs of tribally controlled community colleges as defense facilities are dismantled and abandoned; and, finally, that an appropriate committee be established to identify additional strategies, including other Federal programs or necessary legislative changes, to help resolve the tribal college facility crisis within existing resources.

On behalf of the American Indian Higher Education Consortium, I sincerely thank you for your time and attention you're devoting to tribal colleges and our facility concerns.

[Prepared statement of Mr. Lorence appears in appendix.]

The CHAIRMAN. Thank you very much, Dr. Lorence.

May I call on President Murray.

STATEMENT OF CAROL MURRAY, PRESIDENT, BLACKFEET COMMUNITY COLLEGE, BROWNING, MT

Ms. MURRAY. Good morning, Mr. Chairman, and committee members. My name is Carol Murray, and I'm the president of Blackfeet Community College, which is the tribal college chartered by the Blackfeet Tribe in Montana. Thank you for your invitation to present testimony and to share with you the needs of our college.

Blackfeet Community College needs are a representative example of the needs of all the tribally controlled colleges. Our buildings for classrooms consist of a used doublewide mobile trailer, a transformed garage, a transformed home, a transformed roller skating rink, a log building constructed by the building trade students, a mobile home designed for office space, and a library which is presently being constructed, partially funded by the Library Services and Construction Act—a descriptive example which reflects the ob-

vious use of all facilities which were not designed for an educational setting.

Although our efforts to provide a quality education continue to be the top priority, many times during the winter months, which is the majority of the season in our area, our students find it very difficult to continuously overlook the inadequate learning environments while struggling to become an educated person. Our successes continue; however, the elders and educators often discuss the contributions and potential which may go unrealized when the students sit in class with their jackets to stay warm, rearrange the buckets to catch the water dripping from the ceilings, and continually question why there are only minor improvements which help to better their educational setting and atmosphere.

The conditions may seem bleak at times; however, the students continue to enroll. In the 1992-93 school year, the BCC enrollment increased from 350 students per quarter to an all-time high of 500 students per quarter. It is very apparent that our community members recognize that an improved future on the reservation can be realized through a college education. The Blackfeet Tribe had 47 individuals receive their Bachelor's degree in the spring of 1993. Of the 47 individuals, 24 had attended or graduated from Blackfeet Community College prior to completing their Bachelor's degrees.

The students who attend and graduate are staying within the community. This is an example of the purpose for the existence of tribal colleges. I believe this is also the reason that we and our traditional lands believe we have something to offer. The students can attend an institution of higher education and continue their cultural education, which is a necessity to maintain the unique human dignity of us as a tribal group. I have a deep and sincere appreciation for the tribally controlled community college movement, to which I give thanks for my education. It is the tribal college movement which has continuously raised the level of awareness on Indian reservations that many native people could complete a higher education experience with success.

The needs for facilities are crucial for the effects which our students continue to reflect back into the community. The Blackfeet Tribe has a hospital facility which could employ many of our students upon completion of their studies. Yet the science classrooms and laboratories must have more operating space. In the spring quarter of 1993, we had an enrollment in one course of 49 students who were taking an education course. Before the class started, they would borrow chairs from other classrooms to make space for everyone to attend, since we cannot afford to meet the space needs of our individuals desiring an education. The students' concern was at least to have a chair to sit on and not necessarily to have a table to write on.

Another example of the services which Blackfeet Community College is providing is the adult basic education (high school diploma equivalency). During the 1992-93 school year, we received a 1-year grant to provide the GED instruction. We have approximately a 40 percent dropout rate at the local public high school. In the 1990 census on the reservation, it was indicated that approximately 35 percent of our population 18 years and older do not have a GED or high school diploma.

It was with these statistics that we chose to make an attempt to serve a large group of our adult population to improve their educational attainment. We removed walls out of the donated doublewide trailer to have enough space for the interested students. We used a homeless shelter to provide instruction in the mornings for individuals who were ashamed from their situation—being homeless—who didn't want to sit in the classes at the college. We also provided evening instruction for those who could not attend during the day hours.

Our services expanded to a community named Heart Butte, which is about 35 miles south of our main site. The classroom space was donated by the high school and a halfway house for recovering alcoholics. The halfway house was very anxious to work with the college, since we offered building trades instruction to them, which helped them to improve their own living facilities. It was 2 years ago, I visited the halfway house when we were preparing to bring our classes there. I was emotionally touched and hurt when I saw the occupants' beds covered with large pieces of plastic. I later discovered that their roofs were leaking and they did not know how to fix them. There have been many improvements since then because of the building trades courses.

We have about 10 other small communities which could be served if we had the resources of which to offer services. The future goals of the college are to serve these communities through the following ways: First, mobile classrooms; and, second, establishing a learning facility in each community. The immediate needs which we must meet are to do emergency additions and renovations on our existing facilities.

It is with this in mind that I encourage you to make appropriations as authorized in the Tribally Controlled Community College Act, as amended by Public Law 98-192, for renovation for expansion due to overcrowding or inadequate facilities; an architectural and engineering study of tribal college facilities; health, safety and code compliance projects; repairs and/or replacement projects; and general maintenance and/or improvements.

On behalf of the tribally controlled community colleges, I thank you for the devotion which brings us to share common interests for improving the lives of people in this country.

[Prepared statement of Ms. Murray appears in appendix.]

The CHAIRMAN. President Murray, I thank you very much. It is always depressing to receive testimony such as yours. When I first visited my first Indian community college, I could not believe that this country would permit such educational facilities for our people, but apparently very little has changed since then.

May I now call upon Chairman Jones.

STATEMENT OF PAUL JONES, CHAIRMAN OF THE BOARD, CROWNPOINT INSTITUTE OF TECHNOLOGY, CROWNPOINT, NM

Mr. JONES. On behalf of Crownpoint Institute of Technology and the other 26 tribal colleges which are members of AIHEC, I'd like to thank Chairman Inouye and the Senators on the Indian Affairs Committee for conducting this hearing and providing me with the opportunity to speak to this urgent issue.

Mr. Inouye, my name is Paul Jones, Chairman of the Board, and I'm also a Navajo Nation Council delegate and a member of the Ethics and Rules Committee for the Council.

As you are aware, Crownpoint Institute of Technology was established in 1979. In the 1992-93 academic year, the school served 332 full-time equivalent students and graduated 163 students. It is anticipated that in the 1993-94 academic year, 406 full-time equivalent students will be enrolled. In accordance with the criteria established on the Job Training Partnership Act, our placement rate for this year is 82 percent, with an average placement rate over the last 3 years of 85 percent.

The Department of Education commissioned an assessment of training and housing needs within tribally controlled post-secondary vocational institutions, as mandated by Congress. The report, submitted in February of this year, details the facility and housing needs of the tribally controlled post-secondary institutions. It also contains a chart on placement rates at the post-secondary institutions in section 3, on page 10. We contend that the numbers contained in that chart are incorrect and wish to submit for the record a correction, as exhibit A, to the committee at this time.

In speaking to the need for new and renovated facilities at tribal colleges, you should be aware that while I will speak about Crownpoint specifically, Crownpoint is representative of the conditions at all the tribal colleges, and I am by no means simply requesting aid on behalf of Crownpoint alone.

In 1978 the Economic Development Administration, in conjunction with the Navajo Nation, constructed a 42,000 square foot administration and classroom building on Crownpoint's campus. The building housed the diesel mechanics, carpentry, building maintenance and electrical trades; secretarial science; accounting; consumer education; air conditioning, heating, and refrigeration; architectural drafting; livestock and range management; applied computer technology; nursing assistant; culinary arts; adult basic education; and surveying technology instructional programs, as well as general warehouse, general classrooms, and administration.

As a result of drainage problems and water damage, the building settled improperly and its foundation shifted, causing structural problems. Crownpoint Institute of Technology went back to the EDA for funding to renovate and repair the building. The EDA declined, offering instead to construct 14 modular buildings of approximately 17,300 square feet and demolish the administration and classroom building. Crownpoint agreed. Unfortunately, the modular units have not afforded us the necessary instruction space. In fact, as a result of this agreement, we have a net loss of some 24,900 square feet in usable space, including the loss of trades classroom and administrative space.

In order to make up for this loss, we looked for additional space in the local community off campus. In 1992, with the help of the New Mexico U.S. House and Senate Delegation, we entered into a 3-year, year-to-year lease agreement to take possession of seven buildings of a vacant uranium mining facility approximately 3 miles from the Crownpoint campus. Of the seven buildings, five buildings, or 25,850 square feet, are dedicated to instructional

space, while the remaining two, or 7,900 square feet, are dedicated to storage, security, central supply, and plant management.

Unfortunately, this solution has proven to be all too temporary. Currently HRI, Inc., a local uranium mining industry, is conducting public hearings to reopen the mines at Church Rock and Crownpoint. Additionally, our lease only provides for 60 days notice of termination. Therefore, if the New Mexico mining hearings should result in a favorable decision for the uranium industry, our college may be asked to vacate the premises at any time.

Crownpoint Institute of Technology has developed five proposals as possible solutions to the lack of facilities and facility funding that it believes could be beneficial to the tribal colleges, and we'd like to share these with the committee.

No. 1, we propose that the Economic Development Administration work in conjunction with the Navajo Nation to rebuild the administration and classroom building on the Crownpoint campus. This would require submitting an application to the EDA, and we have already requested $500,000 from the Navajo Nation in matching funds for an EDA project.

No. 2, we have contemplated a $32 million tax-exempt bond implemented by the Navajo Nation, levied through sales tax or through other tax plans, recommended in the financing plan for post-secondary educational facilities of the Navajo Nation. We wish to submit a copy of the report as exhibit B.

No. 3, a permanent endowment jointly funded by the Federal Government and the Navajo Nation and/or any other tribes who wish to participate for their tribal colleges could be established. The revenues generated from the endowment would be available to participating tribal colleges for use in capital improvements projects and to support academic programs.

No. 4, a trust fund could be established through the American Indian College Fund to permit tribal colleges to borrow funds at low interest rates for construction and renovation of facilities.

No. 5, finally, we believe that if the tribal colleges could get an executive order, as the historically black colleges and universities have, we could begin to qualify for funding through the Defense Department, Agriculture Department, et cetera, in order to fund construction and renovation.

It is my intention to leave you with these ideas as catalysts for new policies and laws generated by this legislative body [as well as the tribal legislatures] that will assist the tribal colleges and their students. But also I want to impress upon you the dire need that the continued lack of funding and underfunding have left in their wake. The attached pictures do not show the overcrowded classrooms, the leaking roofs, and the electrical, heating, and mechanical problems that many of the colleges experience daily.

I urge you to support us in our request for facility funding, and thank you for your time and consideration.

[Prepared statement of Mr. Jones appears in appendix.]

The CHAIRMAN. Thank you very much, Chairman Jones.

May I now call on Dr. McNeley.

STATEMENT OF JIM McNELEY, VICE PRESIDENT, NAVAJO COMMUNITY COLLEGE, TSAILE, AZ

Mr. McNELEY. Mr. Chairman, members of the committee, thank you for the invitation to Navajo Community College to testify on the renovation and construction needs of our college. Navajo is the oldest and the largest of the tribally controlled colleges—we're serving an area consisting of about 25,000 square miles on the Navajo Nation—and also the largest Indian tribe, with a population of about 175,000 people.

We essentially have three kinds of facilities. One is our own facility at the main campus in Tsaile, AZ, which serves about 400 or 500 students per semester. Another facility is our second major campus at Shiprock, NM, which is housed in an old BIA boarding school facility. Our third facility is five sites scattered across the reservation, and these sites are essentially trailer sites serving the widely dispersed Navajo population. The Tsaile campus serves from 400 to 500 students per semester, the Shiprock campus, about the same, and the scattered community sites serve a total of about 900 to 1,100 students. The trailer sites are actually our fastest-growing sites in terms of student enrollment and student graduation.

Our site at Tsaile is, in appearance, a very beautiful campus, and it's situated in a very beautiful area. Unfortunately, the beauty of the campus disguises some serious life safety problems. We've identified about 14 problems throughout our system which we consider as life safety hazards, and the estimated cost of addressing these problems stands at close to $1.4 million.

I would just like to give the committee two examples of problems at the Tsaile campus. The Tsaile cafeteria is constructed on the model of a Navajo hogan, which is essentially a circular eight-sided structure, with log beams extending from the outside walls to the center of the hogan. The cafeteria, since it's a large building, of course, instead of using logs, has about eight heavy beams, each weighing about 1 ton, which extend from the perimeter to the center of the structure. Because of the drainage problems that we experience at the Tsaile site due, in part, to heavy precipitation during the winter and also in the summer, we've had settling of those perimeter walls, and the walls have essentially pulled back from the center of the cafeteria and, in doing so, have pulled those heavy beams away from their center support to the point where there is now an extreme danger of those beams collapsing on the occupants of the cafeteria.

We have managed to correct the problem of building settling, but we have not yet been able to address the structural problems that have resulted, and the estimated cost of doing so is about $138,000.

I'd like to also mention one other example. Perhaps the jewel of our campus is the seven-story Ned Hatathli Cultural Center building, which houses the administrative offices on the sixth floor, the business offices on the sixth floor, student classrooms on the fifth floor, a museum and an art gallery on the third and fourth floors, the registrar's office, and so forth. Unfortunately, this building is a fire trap. It has neither smoke alarms nor a sprinkler system which is capable of carrying water up beyond the third or fourth floor. We have no exterior fire escapes, and we are told by engi-

neers that in the event of a serious fire on the lower floors, the students and the staff and the administration on the upper floors will probably not be able to escape that building. It would cost $175,000 to improve the sprinkler system and additional funds for smoke alarms and fire escape mechanisms. Those are just a few of the problems at the Tsaile site.

At the Shiprock campus, which is housed in a Bureau of Indian Affairs facility that was constructed in 1953, we have basically a sound structure, with some good old-fashioned sandstone block walls. The problems lie elsewhere, and I would just like to briefly quote from an evaluation by a BIA facilities inspection team. They say that while the basic structure is sound, insulation, window, and lighting designs are below Federal energy standards; water piping is beyond economical repair; fire control structures are inadequate or lacking; the electrical system includes obsolete, irreparable, and hazardous elements; floor tile and roofing materials contain asbestos, and the deteriorating condition of the floor tiles presents ongoing health hazards to building occupants; and the facility does not provide adequate access to the handicapped. The BIA report concludes that the building is "worn out." It does not comply with Federal codes. The cost of upgrading it to meet current building standards will probably exceed 50 percent of replacement costs. The estimated cost of correcting the identified deficiencies are over $4.2 million. The building should in fact be replaced, and the BIA engineers recommended that it be demolished.

The community campus program, which occupies five smaller sites scattered across the reservation, are essentially trailer sites, housing a small staff at each site. We use classrooms of neighboring high schools for our evening program. Since these are the sites showing the highest growth in terms of student enrollment and graduation, the available facilities are clearly inadequate to serve this population. The trailer construction also constitutes fire hazards, especially for groups of students. Plans have been developed for the construction of new facilities at these five sites, but funding is not available. The projected cost of a new facility at each site is about $3.5 million.

Navajo Community College has, since 1990, managed to allocate over $1.5 million to try to address our more urgent renovation needs. The cost of long-range capital renovation projects to further address life safety needs and other needs is estimated at $2.815 million, and the total estimated cost of capital construction projects to meet current and projected program needs is over $41 million. This would include funds for additional buildings at Tsaile, for renovating the Shiprock facility, and the construction of the new community campus facilities.

Our immediate request to the Senate Committee on Indian Affairs is to ask for your support of appropriations of such sums as may be necessary for Navajo Community College construction and renovation needs for each of the fiscal years 1994, 1995, 1996, and 1997, as authorized in the Tribally Controlled Community College Act amendments passed on July 23, 1992. These amendments also authorized a $2 million construction appropriation for fiscal year 1993, but funds were not appropriated.

The College also asks the committee's support in securing authorization for increasing annual appropriations to the College so that adequate funds are available for a sustained program of physical plant maintenance and development.

Thank you for hearing this testimony.

[Prepared statement of Dr. McNeley appears in appendix.]

The CHAIRMAN. Thank you very much, Mr. Vice President.

I just do not know where to begin, but let us begin with you, Dr. Lorence. I appreciate your testimony. It is refreshing to hear of the resourcefulness of the tribal colleges in obtaining space.

As you have indicated, the BIA issued a report on facility needs in 1988, and at that time this report described classrooms and offices at the colleges as "minimally functional," and the report also said that all of the colleges were in "non-compliance with safety, handicapped, and building codes." Has that situation changed or improved?

Mr. LORENCE. Only to the extent of $1.8 million which was obtained through GSA, I think it was in 1991. But if you look in the report which showed problems in excess of $13 million in 1988, that $1.8 million is hardly 12 percent of that need, and the needs have expanded dramatically since that time as the result of increased enrollment growth throughout the Tribal College System, which grows at roughly 12 percent per year, as well as additional wear and tear on these various buildings.

If you were to do an analysis at my campus at this point in time, we have several roofs which have begun leaking since 1988, which were not problems then, and other problems have evolved as a result of other modular facilities that we've taken over or other facilities which have been available which were not up to appropriate codes, but we've had no other choice but to begin using them.

So in my estimation, in my view, not only has not enough been done, but the problem has grown significantly larger than was reported in 1988.

The CHAIRMAN. The 1988 report, I believe, was the result of a conversation I had with the BIA after my first visit to reservations. At that time I visited a school where the asbestos lining was hanging from the ceilings in each of the rooms. One could see asbestos falling. In order to use these classrooms, students all wore surgical masks. On good clear days, classes were held outdoors, but on rainy days, as often happen in the Plains, they had to move inside with surgical masks. This was in the United States, and I thought something had to be done, so I asked them to make a report.

In 1986 we required the Bureau to initiate a program to conduct necessary renovations, alterations, and repairs. To the best of your knowledge, has that program ever been initiated?

Mr. LORENCE. No; as I indicated in the testimony, there have been zero dollars appropriated through the Tribally Controlled Community College Act in support of facilities. To make matters worse, there's a specific prohibition against using any of our basic allocation for facilities repairs and improvements.

The CHAIRMAN. If I may now ask Chairman Jones, you have indicated that you have explored all kinds of possibilities in obtaining funds, and one was to seek a grant from the Economic Develop-

ment Administration. Is the Navajo Nation ready to provide matching funds?

Mr. JONES. Yes, sir; we submitted a request for $500,000 in matching funds to what we are now proposing. From the last project, the tribe committed $500,000 for these 14 modular buildings.

The CHAIRMAN. What is the status of your application?

Mr. JONES. The Council was in session last week, and then apparently the budget was tabled, to be convened within the next 1 or 2 weeks to deliberate and then to go over the budget again.

The CHAIRMAN. Are you aware of whether EDA funds have ever been used in tribal college construction? I ask because this is the first time I have heard it mentioned. Do you know if other tribal colleges have done this?

Mr. JONES. Not that I know of. Not off the top of my head.

The CHAIRMAN. Well, I think this is something we can look into, and I would like to help you on this and see how far we get with the EDA.

Dr. McNeley, you described very serious shortcomings in the Navajo Community College. Now, you identified these in the 1991 report to Secretary Lujan, didn't you?

Mr. MCNELEY. Yes, sir.

The CHAIRMAN. Did the Department or the Bureau take any actions to address these deficiencies?

Mr. MCNELEY. No, sir; not to my knowledge.

The CHAIRMAN. Did they acknowledge receipt of your report?

Mr. MCNELEY. I cannot directly answer that question, Chairman Inouye, because I am new in this position. I was not around, and I really don't know the answer to that question.

The CHAIRMAN. But you are certain that they did receive the report?

Mr. MCNELEY. Yes, sir.

The CHAIRMAN. What sort of relationship have you had with the BIA, President Murray? Have they been helpful to you?

Ms. MURRAY. I'm also new in my position of one year, and up to this point, no, we haven't had any moneys from the Bureau to improve our facilities.

The CHAIRMAN. Mr. Mehojah, about 5 years ago, and I am assuming that it has increased since then—the Government of the United States was providing funds in the amount of approximately $13,000 per student at Howard, and this was being done for good reason—good historic, moral, and ethical reasons. However, at the same time, as far as Native American Indians are concerned, we authorized $5,820 per student in 1978. However, the highest amount ever funded was $3,177. In fiscal year 1993, this fiscal year, it is $2,900.

I am just citing this, because for students at Howard it is $13,000 per student, and I have yet to hear complaints about asbestos leaks and seeing the sky through the classroom, et cetera.

Last year, the tribally controlled colleges sent a proposed executive order to the President, with the support of several Members of the Senate and the House, and I believe the President has turned that over to the Department of the Interior and the BIA. About 4 months ago an identical proposed executive order was sent to the

new President, and the new President sent it forward to the Bureau and to the Department. Have you received it?

Mr. MEHOJAH. Yes, sir; we have.

The CHAIRMAN. What have you done about it?

Mr. MEHOJAH. I want to assure you that that is a very important document to us. It is very important to our new Assistant Secretary. We have made sure that people within the Department and the new Administration are aware of it, and they are working on it. It is out of our office. It is now the new administration, with Mr. Babbitt's office, and it should be out of there very soon.

The CHAIRMAN. By "out of there," what do you mean? Filed?

Mr. MEHOJAH. It should be approved.

The CHAIRMAN. It will be approved?

Mr. MEHOJAH. Yes, and sent on to OMB and then to the President's office.

The CHAIRMAN. Do you think we will ever see a time when native American Indian students will get the same level of support that the students at Howard are getting at this time?

Mr. MEHOJAH. I would hope so, Mr. Chairman.

The CHAIRMAN. I think the moral and ethical reasons are rather similar in nature.

Mr. MEHOJAH. I would agree with you, and the tribally controlled community colleges, as you know and as you stated before, are extremely important to Indian people. We are very supportive of the tribally controlled community colleges. In fiscal year 1994, we have requested an additional $2 million for the tribally controlled community colleges. We are trying to move up to that figure of $5,000. I believe funding for next year will be $3,100 per student, and we need to move that up.

The CHAIRMAN. I note that for fiscal year 1994 the Bureau requested zero dollars for repair and renovations. Is that correct?

Mr. MEHOJAH. For the tribally controlled community colleges, yes, sir.

The CHAIRMAN. Why did you not put in some money when you have a report facing you that says these facilities are unfit for human habitation?

This committee requested some money from the Interior Appropriations Subcommittee, and they said, "Look, we have got marching orders. We cannot appropriate funds that have not been requested."

Mr. MEHOJAH. Yes, sir; Mr. Chairman. The Department and the Bureau of Indian Affairs is aware that there is a need at the tribally controlled community colleges for renovation, repair, and new construction. Our situation, as you know, is that our first priority has been our elementary and secondary schools, where we have a high dollar amount needed to renovate and repair those facilities. Right now we have around $550 million in our backlog.

The CHAIRMAN. So some of our students will still have to conduct their classes in old World War II quonset huts?

Mr. MEHOJAH. At this time, we have not been able to request funds. We are aware of the study that you referenced and other people up here referenced; the 1987-88 study that was completed by the Department. That study is indicative of some of the situations out there.

The CHAIRMAN. Now, the study was made. Are members of the staff aware of that study?

Mr. MEHOJAH. Yes, sir.

The CHAIRMAN. Are they seriously concerned about the findings?

Mr. MEHOJAH. Yes; they are. One of the concerns that we do have about the study is that it was, for the most part, a survey that was completed by personnel at the tribally controlled community colleges. It was compiled and then forwarded on to your office. One of the things that we do not have at this time is an inventory that has been done in a comprehensive way about the renovations and repairs that are needed and for the new construction that is needed by each site—something that is done by an architect and engineering group that would give us a good handle on exactly what the costs are for, renovation, repair, and new construction.

The CHAIRMAN. Why have you not done that?

Mr. MEHOJAH. We, again, have been putting our first priority on our elementary and secondary schools and on the new school construction. However, we agree that that kind of an inventory is needed.

The CHAIRMAN. Have you made an inventory of a similar nature with secondary schools?

Mr. MEHOJAH. I will ask Mr. Mueller to answer that, if he would.

Mr. MUELLER. Yes; we do inspect the secondary and elementary schools. We are particularly mindful of safety and hazard-type issues there, and we do have that in a computerized system.

The CHAIRMAN. There are 24 tribally controlled community colleges or post-secondary institutions. Is it that difficult to send a small team out there to 24 schools? If we are talking about 300 or 1,000, I can understand, but 24—

Mr. MUELLER. Referring back to the study in 1988, at that time the original charge for such a study was sent to the GSA. They estimated $1.7 million to make a study that would include engineering concerns and things of that nature. The money was not available at that time. I would estimate that it would cost probably $2.5 million or more to do that comprehensive study today.

The CHAIRMAN. Have you ever sent a staff member, not an architect or an engineer, to visit the campus to at least get a direct view of the conditions?

Mr. MUELLER. We do have people that go out there, Mr. Chairman. I did visit the Southwestern Indian Polytechnical Institute [SIPI] just about 1 month ago, and I do have plans to visit some others.

The CHAIRMAN. Have you visited all of them?

Mr. MUELLER. No, sir; and I've only been in the position since January.

The CHAIRMAN. Of the ones you have seen, how would you describe them?

Mr. MUELLER. The one school that I did visit, which was Sipee, has made marked improvements. It still needs additional improvements and some of those are under way. The tribal colleges, from what I can see, are in a different situation from the reports that I've read.

The CHAIRMAN. It is almost miraculous that of the 24 institutions, 18 have been fully accredited. With all of these shortcomings

and lack of support, they are accredited. Six are now candidates for accreditation. I think it is one of the terrible blights upon our role as a trustee, which brings me to an observation.

I believe in the trust relationship, and this committee concurs with my position. People also know that I am adamantly against gaming and gambling. The State of Hawaii is one of two States that have no gambling whatsoever. Not even bingo. In fact, we are a bit more straightlaced than Utah. However, in the case of Indian gaming, I believe I am a strong advocate, and I do so because this country has failed miserably in carrying out its responsibilities as a trustee. As a trustee, we should have at least provided funds to meet the authorized amount. We have never even gotten close to that, and to continually approve the usage of these facilities for educational purposes is a crime.

I am surprised that community colleges have been patient, but I think the time for patience has ended, and I hope that the gaming flourishes so tribal governments can build colleges, because we will not be able to do that. Of the 24, as you know, only three provide 4-year college degrees and one with a Master's degree. I think the time has come when we can at least provide half of the funding that is provided to Howard University. Not all the way, halfway. We are not even one-third of the way, and I think that is a disgrace.

I hope that when we have our next hearing that the testimony we receive will be much more promising. With that, I would like to thank all of you for participating this morning. It has been very helpful. Thank you very much.

The CHAIRMAN. I would like to now call upon the members of the second panel: First, the telecommunications project director of the American Indian Higher Education Consortium, Ed Lone Fight, accompanied by Jack McBride, network general manager of Nebraska Educational Television of Nebraska; the president of the United Tribes Technical College of Bismarck, ND, and president of the American Indian Higher Education Consortium, Dr. David Gipp; the vice president of Sinte Gleska University of Rosebud, SD, Cheryl Crazy Bull; and the Assistant Secretary for Communications and Information of the U.S. Department of Commerce, Larry Irving.

Before calling upon our first witness, I would like to report that we were successful in including $500,000 in the fiscal year 1994 budget for continued planning and implementation of the telecommunications network for tribal colleges. That matter is now on the floor. There is no opposition to it, so I assume that when the bill passes, everything will go, and I hope the House will concur with this.

Second, I would like to advise the group that, realizing that the Department of Defense has taken steps to assist historically black colleges in building telecommunications facilities and infrastructure, I wrote to the Secretary of the Department of Defense to call attention to the needs of tribally controlled colleges, and I am happy to say that in response, Secretary Aspin has assigned E.V. Salter, who is in charge of university relations at DOD, to look into this matter, and he is here this morning to listen to your testimony and to confer with you while you are in town.

Where is Mr. Salter?

There he is, so take a good look at him. He is here to help you.

Our first witness is Mr. Lone Fight. [Greeting given in native tongue] and welcome.

STATEMENT OF EDWARD LONE FIGHT, TELECOMMUNICATIONS PROJECT DIRECTOR, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM, MANDAREE, ND, ACCOMPANIED BY JACK McBRIDE, NETWORK GENERAL MANAGER, NEBRASKA EDUCATIONAL TELEVISION, LINCOLN, NE

Mr. LONE FIGHT. [Greeting given in native tongue.]

The Indian name that we gave Senator Daniel Inouye when he visited the Fort Berthold Indian Reservation was conducted by one of our spiritual leaders and bestowed upon him in a ceremony, and his given name in the Hidatsa is [native word], which means "one who helps people."

Mr. Chairman, I'd like to thank you for your leadership and your guidance in assisting all Indian tribes, Indian concerns, and especially the Three Affiliated Tribes of North Dakota, and also currently the AIHEC Telecommunications Project. I believe this is the first hearing ever on telecommunications with the American Indian Higher Education Consortium, and I consider it an honor and a privilege to provide testimony on behalf of the telecommunications needs at the tribal colleges.

I would like to submit the summary of my speech, also the testimony, and the final report of the recommendations for the record.

Mr Chairman, in today's world, the survival of Indian tribes and their members depends upon education. That survival can be accomplished through telecommunications technology. The American Indian Higher Education Consortium, AIHEC, is requested $2.1 million for the implementation of an educational telecommunications network. This funding will provide 27 downlinks for the main campuses, 27 fully equipped TV reception classrooms at each college, 27 campus and network coordinator positions, special training for coordinators, three network staff, and the initial program services. Our request for $2.1 million breaks down to about $77,778 per college, or approximately $131 per student.

Let me provide you with a brief summary of the first-year planning phase, which was operational between April 1992 and April 1993. The project director was housed at the University of Nebraska at Lincoln in the Nebraska Educational Television facilities and worked closely with the Telecommunications Executive Committee. Dr. Robert Lorence, who we heard earlier, served as a chair from the Northwest Indian College in Washington State. Members include Carlos Cordero, president, D-Q University; Gwen Hill, Sisseton-Wahpeton College in South Dakota; Martha McCleod, Bay Mills Community College in Michigan; Ron McNeil, Standing Rock Community College in North Dakota; and Peggy Nagel, Stone Child Community College in Montana.

The project director played a major role in bringing together the key players—the college presidents, the academic deans, technical staff, consultants, staff of PTFP and PBS—for conferences, meetings, and teleconferences. The major goal from the outset was to

have input from the staff of the colleges on the development of the telecommunications project. The responsibility in achieving that goal was to create an atmosphere for involvement and input. The planning process was successful in accomplishing that goal.

From this planning process, seven interim reports were developed which identified the distance education needs of the colleges, including a videotape. Equally important is that process provided an opportunity for the key players to discuss learning strategies, formulate a mission statement, and develop a guiding philosophy. In conjunction with developing a guiding philosophy, it was decided to conduct a teleconference with and for tribal elders. The purpose of this teleconference is to acquaint tribal elders with satellite technology as a means of preserving tribal traditions and culture. Facility profiles were developed for each college on the telecommunications hardware and personnel capabilities.

The conclusive outcome of the planning process was a final report, which I just submitted for the record, and the final report consists of considerations, needs, and recommendations.

At this time, I would like to thank, as a project director, the presidents and their faculty and staff for their input and involvement; also, the staff from PTFP—Richard Harland, in particular, who provided his leadership and guidance; also, Gail Arnall of Phoebus Communications for providing her expertise in telecommunications, and Jenny Goldstein from PBS for waiving some of her requirements and allowing us the use of some of her technology in the Adult Library Services. Also, Frank Blyth, Native American Public Broadcasting Consortium [NAPBC] for use of their facilities.

This concludes my summary, Mr. Chairman. I'll be happy to respond to any questions at a later time.

[Prepared statement of Mr. Lone Fight appears in appendix.]

The CHAIRMAN. It appears that Senator Conrad would like to ask a few questions of his constituent.

Mr. LONE FIGHT. Yes.

Senator CONRAD. Well, first of all, I want to welcome Ed Lone Fight and David Gipp both. It's good to have you here.

As I understand it, $2.1 million is the total amount that would be necessary?

Mr. LONE FIGHT. That's the total amount that will be necessary to initiate the first phase of the implementation of the educational telecommunications network for the AIHEC colleges.

Senator CONRAD. And that would cover all of them?

Mr. LONE FIGHT. This will cover all the AIHEC colleges, yes.

Senator CONRAD. And that would mean that the system would be up and operating in what timeframe?

Mr. LONE FIGHT. For the first phase, yes.

Senator CONRAD. When would that be completed?

Mr. LONE FIGHT. That would be completed as soon as you appropriate $2.1 million and give us about 3 months or so. By January we should have the downlinks and equip the reception classrooms and provide 27 positions in the tribal colleges and possibly three network coordinators from a centralized point.

Senator CONRAD. How many students would be served by such a network?

Mr. LONE FIGHT. We did some numbers on this, and I could provide a better number at a later date with further analysis, but we figure increasing, I believe, by about 300 or so students. We're looking at about maybe increasing the student population by, I believe, 60 per college at the outset.

Senator CONRAD. What classes would be available over this network that would not otherwise be available?

Mr. LONE FIGHT. That's a very good question, and the needs analysis contained in the final report addresses that issue. We're looking at especially the 2-year institutions would be wanting some third- and fourth-year courses at their 2-year institutions to provide that additional service, and you're looking at providing additional educational delivery at the college for the faculty of the tribal college. There's a great need out there to improve the quality and educational needs of the faculty not only of the college, but also the local schools that surround the tribal colleges.

For instance, let me be more specific. In my other capacity, I was superintendent of a Mandaree school, and in order to keep my qualifications up, I had to take a course to do that, and I had to travel to Minot State University, which is about 120 miles from Mandaree. I did that over a span of time of about 15 meetings at Minot State. If you multiply that by the number of colleges throughout Indian country—as you know, Senator Conrad, the Indian reservations are located in very remote areas of the country, and it's always a very difficult time to get those kinds of services. So it would provide that.

Also, some of the other implications or ramifications are that the tribal councils will also utilize the system and provide a much-needed interconnection on a number of issues, including, of course—we heard Bill Mehojah earlier about the Bureau of Indian Affairs, and I think they also need some interconnection capabilities and ability to communicate with the Indian tribes and the Indian schools and tribal colleges that they serve. Then you look at Indian Health Service and the potential services there in upgrading the doctors and nurses and the whole health profession.

So you begin to expand that, Senator, and you can see the enormous need that exists out there and the opportunity that telecommunications would provide.

Senator CONRAD. So this would really be—this will be my last question. The point is, this would be available for more than just the educational institutions. This would be available as a communications link that would extend to the tribal governments themselves, it would extend to the health care networks, it would extend perhaps not only to the educational institutions that are the tribal colleges, but also would be available to carry programming for secondary schools, perhaps even elementary schools.

Mr. LONE FIGHT. That's correct, Senator.

Senator CONRAD. Thank you very much.

Mr. LONE FIGHT. Thank you.

Senator CONRAD. I thank the Chairman.

The CHAIRMAN. Thank you.

If I may, I will come back to you, sir.

Mr. LONE FIGHT. Okay. Thank you very much, Mr. Chairman.

The CHAIRMAN. May I now call upon Dr. Gipp.

Mr. LONE FIGHT. Before you do that, Mr. Chairman, I'd like to call on Jack McBride, the General Manager of Nebraska Educational Television to provide additional comments regarding the ongoing planning program.

The CHAIRMAN. Fine.

Mr. LONE FIGHT. Thank you very much.

STATEMENT OF JACK McBRIDE, NETWORK GENERAL MANAGER, NEBRASKA EDUCATIONAL TELEVISION, LINCOLN, NE

Mr. McBRIDE. Mr. Chairman, members of the committee, it's been my privilege this past year, and now for the second year, to serve as consulting project director, working very closely with Mr. Lone Fight and the AIHEC Telecommunications Planning Committee. Mr. Lone Fight has summarized the extensive planning and results of the first year in this particular document presented to the committee and also presented, according to Federal statute, to the Secretaries of Commerce, Interior, and Education.

Thanks to the foresight of this committee providing second-year funding, we are able to move forward to complete the planning process, addressing the vast potential that exists here through the use of the latest telecommunications technology to interconnect the 27 colleges of the AIHEC consortium and take fullest advantage of the capabilities that would be available to them.

Based upon that considerable progress achieved during the first year, we are well into a second year of planning that really has five major points, and I'll briefly summarize them for you.

The first is to work very closely with each of the colleges and their several campuses to develop a plan which would not only allow for interconnection of all 27 of the colleges in the 12 different States, but also allow for each college to be interconnected with the developing in-state telecommunications networks that are being developed. This will allow for the opportunity, then, through this technical plan, for small groupings of the AIHEC colleges to exchange instruction, as well as the opportunity in individual States for the Native American tribally-controlled colleges to be interconnected with non-Indian colleges and universities in their State for the exchange of educational materials as well. Such plans will include the equipment lists and projected costs for this system.

Second, in order to begin to gain experience during this second year, the project will deliver several pilot college credit courses to those few tribal colleges that already have access to an existing satellite downlink. The courses will be selected following completion of a programmatic needs survey, and staff involved will receive training. With the experience generated, the colleges are going to be in a far better position to understand the procedures required for sharing instruction from campus to campus. Similarly, during this second year, there will be another pilot, a pilot distribution of the teleconference capability of this proposed Indian distance learning network.

Several Indian agencies will be identified to work cooperatively with the tribal colleges in designing and delivering these demonstration teleconferences that speak in terms of not only credit course work in this instance, but rather providing educational in-

formation in terms of health, in terms of whatever subject you care to identify, in order to bring vitally needed information to the communities serviced by the individual tribal college.

In addition, the project will be developing a business plan, projecting the continued development and management of this AIHEC telecommunications network, including determination of a location for a centralized small administration office, with uplink and production facilities appropriate to support this national Native American Indian network.

The network is being designed to preserve the traditional values and philosophy of Native American Indians, and so in developing the network, therefore, the colleges are seeking the guidance of traditional elders and council chairs and medicine men and women and religious leaders.

Based upon the interstate technical plan developed in year one to interconnect all AIHEC colleges across the United States, each college in this second year is being visited so special in-state technical plans can be developed for linkage. As a result, Native American colleges will be able, as this plan is activated, to originate and share instruction with groups of sister colleges, as well as the entire AIHEC network. Native American colleges, as I've said, will be able to be interconnected with neighboring non-Indian colleges and universities for additional sharing purposes.

The potential here, I would submit, is major—the potential to improve both teaching and learning at these Native American tribally controlled colleges. College curricula can be expanded. Faculty members and college staff will, as a result, be able to receive regular in-service training, thereby upgrading them. Programming will be extended beyond the college campus to nearby reservation reception points. In addition to college courses, a wide variety of noncredit educational programs will be available to Indian communities.

This is the real potential which exists, and if this telecommunications network, using the latest telecommunications technology, can be activated, these are the kinds of results that are possible.

Thank you.

The CHAIRMAN. I thank you very much, Mr. McBride.

May I now call on President Gipp.

STATEMENT OF DAVID GIPP, PRESIDENT, UNITED TRIBES TECHNICAL COLLEGE, BISMARCK, ND, AND PRESIDENT, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM, WASHINGTON, DC

Mr. GIPP. Thank you, Mr. Chairman. It's an honor to be here with you and the members of the committee. I want to acknowledge you for your historical support of tribal colleges and our postsecondary institutions over these many years. You've noted the difficult struggle that we've had, and I think we know that we don't have to convince you, but we appreciate your continued support.

We note that the policy center legislation that you introduced I think will have significant impact on all of us and Indian country and that tribal colleges will hopefully play a continued very strong role in that development in empowering Indians at the local community level. So we appreciate that effort.

I especially want to thank Senator Conrad for being here today with us and providing his good support, as so many of your colleagues are doing on this committee.

This is particularly noteworthy as we celebrate the 20th year—1993—for the American Indian Higher Education Consortium, our 20th year of operating as a group of colleges. It was only in the winter of 1972 and the spring of 1973 that the six original tribal colleges got together and formed this association, and now, as you noted earlier, we have 29 members, including two in Canada, and we anticipate several others coming into our association this coming year, Mr. Chairman. We know that the work is not over, that this movement is formative, and that our growth and our success are significant to the future of Indian country and to Indian populations, both in rural and even urban areas, as we continue our programs at the 2-year and 4-year levels.

I would like to just highlight or add a couple other things, and I will summarize my remarks. I will not get into any depth at all, but I would add that relative to the panel on facilities, I would request that the committee take a hard look at all of the resources that might be available to tribal colleges with regard to the potential development and the need for facilities. You mentioned the Economic Development Administration, and that would be a good key resource that might be very helpful to the efforts of the Bureau of Indian Affairs and their programs.

I also note that there is another study under the Department of Education that is very specific to Crownpoint Institute of Technology and to United Tribes Technical College, a report that has been submitted to the Congress under the Vocational Education Act of 1990, and there are other sources as well that might well be looked at to perhaps pull a more cohesive effort when it comes to Federal policy and tribal colleges and their facility needs. I won't get into that detail, but I just mention those as other areas that the committee may wish to further explore.

Relative to the issue of telecommunications, I think that this whole effort is certainly an historic landmark when it comes to the interest of the committee, the interest of you, Mr. Chairman, and the outcome of the reports that have been already mentioned just a bit earlier, and the need for the $2.1 million to get into the initial planning and beginning implementation phases for telecommunications. In many respects, the support for the tribal college kind of an effort I think will be very, very much a model development for Indian country and for Indian tribes, and it would be, as was mentioned earlier, an excellent method in which we can begin to tie in constituent groups of our own—tribal elders and the youths and the people within our communities that can truly begin to communicate among themselves and with each other—and to utilize some of our own tribal values in developing our own empowered kind of system.

Second, I think that in terms of the specific tribal college movement and the kinds of courses and the things that are being thrown at Indian tribes themselves and the job that tribal colleges have, which is to educate and empower both on the traditional value scale as well as the 20th century modern skills kinds of challenges that we face, that we have to provide our own people. I

think that it will give us some means to begin to take a look at how we can deal with environmental protection and restoration issues dealing with the Department of Energy and other agencies that affect Indian country directly.

It can impact on the development of our own teachers relative to teacher training and professional development. We have two of our schools—actually, three—that provide that kind of training already at the 2- and 4-year level. Sinte Gleska University, the Oglala Lakota College, and Standing Rock College already have a history of providing teacher training. Yet we need to turn out more and more teachers to get to the issues of the K-12 kinds of problems and challenges at our local communities. These are the kinds of things that I think telecommunications can, in part, enable.

The other areas deal with that of the science and math areas. We already have an initiative in the area of science and math among the tribal colleges. At United Tribes, we just finished a 3-week summer camp dealing with sixth-, seventh-, and eight-graders, building their skills in the science and math areas. We know that we can share a lot of these skills intertribally if we have an adequate telecommunications system that can assist us.

It will also allow us to access other Federal agencies that I mentioned—the National Science Foundation, the Indian Health Service. We talked about nursing programs. All of those kinds of things are critical issues. The very issues of alcoholism and drug abuse are also issues that need to be tied together when we talk about curriculum, training, and other kinds of development, whether it be for students or whether it be for professionals themselves.

The last issue deals with natural resources. The American Indian Higher Education Consortium is going to be entering into an agreement with the Bureau of Indian Affairs and the Administration for Native Americans to begin a national program on curriculum development in the area of natural resources beginning late this summer. I believe that if we can have the kind of support that's so necessary in these areas, we can provide the information, the curriculum, and eventually the kinds of methodologies and the teachers, utilizing traditional as well as 20th century non-Indian value systems to train our own people.

On the other hand, I think that non-Indian systems can truly benefit by what we have to offer and what our own people have to offer. You've heard witnesses say that we are beginning to network with State universities and colleges and other private resources. That is one of the things that I think this project will bring and allow us to begin to cohere together a greater amount of cooperation and skills development.

So in sum, those are some of the things that we can begin to do if the kind of support is there. It will not be the entire answer, but it will begin to allow us to begin to more effectively address the problem and, I think, in many ways bring Indian country together in a way that we haven't been able to do historically in the past and get away from the issue of the Roman rule of divide and conquer of Indian nations.

Thank you, Mr. Chairman.

The CHAIRMAN. I think you are right on target, sir.

Ms. Crazy Bull.

STATEMENT OF CHERYL CRAZY BULL, VICE PRESIDENT, SINTE GLESKA UNIVERSITY, ROSEBUD, SD

Ms. CRAZY BULL. Thank you, Chairman Inouye, committee members. I want to extend my greetings to you on behalf of President Bordeaux, who couldn't make it today. He had to choose between coming here and visiting you and meeting the chairman of Citicorp, and regrettably he picked Citicorp as what he wanted to do. [Laughter.]

Maybe they'll give us $500 million for the tribal colleges. Who knows.

I have provided written testimony to the committee regarding both telecommunications and facilities needs at Sinte Gleska University, so I just want to offer some general comments about telecommunications and also about facilities.

Clearly, at this time in the United States there is a need for all of us to focus our attention on putting our resources where they can really make a difference. Justice and equity, even in what should be an uncontroversial area like Indian education, is no easy task for all of us. As indigenous people, we have a vision that tribal education today will liberate and transform our people, transforming our current human condition—liberating by restoring our cultural traditions, our languages, and our religious practices; transforming us by taking us out of the impoverished, disadvantaged environments that we live in into environments that are prosperous and with conditions of well-being.

The most disheartening obstacle that I've seen is just this lack of financial resources. We have a duty, then, as leaders and as educators, to try to seek the resources to change our conditions, and that's why we're here, again—to look for the resources in our communities who are really desperate to have the conditions in their lives change.

In the 1940's and 1950's, when modern technology came to our reservations by way of electricity and television, we were really unprepared for the onslaught. There is considerable evidence that our languages, our family lives, and our social interactions were dramatically changed by those kinds of modern technologies. So when this telecommunications effort came forth, I had to really ask myself what the value was of this kind of network, of building telecommunications in our tribal institutions.

I thought of the great distances that people have to travel—the grandparents that we have in communities like Spring Creek, which is 45 miles from where we're at, who would love to have workshops on community education, things like budgeting and health; of the young people who live in the eastern part of our reservation, 120 miles from our main campus, who don't have cars on a reservation where only about 30 percent of the people have reliable transportation. They'd like to go to college, but they can't come, because we're even too far away in the location that we're at. Or our many relatives on other reservations who would like to have Indian teachers in their classrooms, who would give anything to have Indian teachers in their classrooms, and who don't have the resources to do that. We could provide them with that kind of teacher education. Or all the different gatherings of treaty councils

and Lakota elders or tribal people across the Nation, or even hearings like this that our people do not have access to.

It was the possibilities that made the difference to me, the opportunity to really be able to empower people through the educational resources that telecommunications have. So I believe that we'll see that telecommunications is an affordable, accessible means of delivering degree programs, of providing in-service training, of providing community education, of ensuring public involvement.

On reservations, where unemployment can be as high as 90 percent and where despair threatens another generation, we must take immediate action to try to access as much educational resources as we can. This telecommunications effort is, I believe, just one small part of that.

As a university, Sinte Gleska has a great deal to offer the telecommunications network. We can provide our Baccalaureate and Master's degrees, provide a good deal of technical assistance and support to other tribal colleges. I like to hear that there's the possibility that we could network with other institutions, because I think we have a lot to offer them, a lot to offer State and private institutions—an appreciation really of the diversity that we can bring to their institutions, not just what they can bring to us.

I think the effect that this would have on health education, on economic development, on housing, and on the general conditions of our community life should not be underestimated. It is really a small amount of money to be asking for for the tremendous long-term impact that it can have. So we want to urge you to look for full funding for the AIHEC telecommunications network, to look for the resources that would help our individual campuses, build systems within our communities.

My other big concern is that the kids are passing us up when it comes to telecommunications. They're getting it in their elementary and secondary environments, and they're coming to the tribal colleges and wondering where it's at, and we need to be able to provide that to them.

I want to comment on the issue of facilities. I never thought when I became a college administrator that I would become such an expert on renovation and construction and the purchasing of trailers, but it turned out to be the case. I happened to see in this week's Indian Country Today a comment by Senator Nighthorse Campbell during the discussion of the use of the Confederate flag by the United Daughters of the Confederacy, a statement that he made that symbolism is important because it can uphold and lift the spirits of people, or it can divide and draw them apart.

When you look at the campuses of tribal colleges today, you can see that the ability of these colleges to renovate abandoned buildings and to make do with what we can get is symbolic of our perseverance and strength. But it is also symbolic of our struggle, of how we have been set aside by most of American society. I was really pleased to hear Senator Inouye say earlier that the time has come for us to stop and to put the resources into these tribal colleges. It is true that we are accredited institutions, but there will come a time when our accreditation will be threatened by the lack of resources for facilities on our campuses.

I have spent most of my career at Sinte Gleska University working out of condemned BIA buildings. The office that I currently have is sinking in the corner, and there's about a half-inch separation between the wall and the ceiling. We can't afford to repair it, because dollars put into that are dollars taken away from educational services in the institution. Our elementary and secondary teachers, of whom we are so proud, are educated out of two buildings that were formerly residences. Bedrooms have become offices, the living room is a classroom. Seating may be 15 or 20 students in an environment that was meant for four or five. Our students, some of whom are on our campus from 9 in the morning until 10 at night, are spending their free time and participating in our lunch program in a 1976 24-by-60-foot doublewide trailer that we use as our student lounge.

Clearly, even to meet telecommunications needs, we need to have more facilities. When I hear about the possibility of having a telecommunications classroom, I can't figure out which classroom we would give up for that purpose. We have a need for at least 18 more classrooms, 10 lab facilities. We can't even have a Lakota language lab, despite the crucial need for Lakota language education in our community, because we just don't have room or resources for that kind of development.

We have managed to continue, as have all of the tribal colleges, to minimally meet our needs. When the General Service Administration's $1.8 million was made available to us, we wanted to build an expansion on our human services building, and it was about $85,000, and we couldn't afford it. So we took $18,000 of that and bought a trailer to house some of the needs that had to be met in that program.

So I think it's really remarkable that we have delivered quality education in these conditions, but it is really time to make a change. It does not take too much effort to go around a college campus and make an estimate of the cost of the repairs. Conditions really are deplorable at our institutions, and to look for these kinds of resources is essential at this time.

Our students overcome many obstacles to come to college—I know you are all very aware of that—and I feel that they deserve the best facilities that we can provide them. It will make a difference in the quality of their community life as well, because their expectations will be raised. I know you get testimony about housing conditions and health care and all kinds of other areas, but those things are directly linked to the kind of facility that people have to do their business in.

So we want to encourage you to seek innovative ways and to direct the Bureau and other agencies to actually do those studies and to look to do them in a feasible manner. With the $1.7 million that it might cost to do the study, there's a college out there that could build a campus. So we need to really take a hard look at where exactly should those resources be going to.

I want to thank you for this time. I feel like facts are really important, they're good to have, but it's the people out there in the community and their needs, that we need to keep foremost in our minds, and without us addressing those concerns, I'm afraid we won't be able to continue to do the good work that we do.

Thank you.

[Prepared statement of Ms. Crazy Bull appears in appendix.]

The CHAIRMAN. Thank you, Ms. Crazy Bull.

Now may I call on Secretary Irving.

STATEMENT OF LARRY IRVING, ASSISTANT SECRETARY FOR COMMUNICATIONS AND INFORMATION, U.S. DEPARTMENT OF COMMERCE, WASHINGTON, DC

Mr. IRVING. Thank you, Mr. Chairman. Mr. Chairman, I'd like to begin by expressing my appreciation to you and to the committee for this opportunity to testify on the status and significance of the American Indian Higher Education Consortium telecommunications project and for this opportunity to hear the testimony of my colleagues on this day.

I also would like to note that this is an historic occasion for NTIA, because it's the first time that NTIA has been invited to testify before this committee on telecommunications issues, and I'd like to thank you for that.

These are exciting times in the development of telecommunications and information technologies and applications. It was 5 months ago, I was asked by the President to lead the National Telecommunications and Information Administration. Since I've begun at NTIA, I've learned that it is in fact a one-stop shop for telecommunications policy analysis, spectrum management, advanced telecommunications research at our Boulder labs, international telecommunications, and management of the PTFP program, which funded the AIHEC project.

The Administration has responded to the challenge of the times in telecommunications by establishing a national information infrastructure initiative. The initiative would propose a grant program which, if approved and funded by the Congress, would be administered by NTIA. This new grant program offers numerous possibilities for communities to use telecommunications and telecommunications technologies to bridge gaps in access to the Nation's information and communications network. This is exciting to me, because it goes beyond the traditional mandate of NTIA to help with educational and cultural purposes.

The Administration's belief that telecommunications technologies can improve the quality of life for all Americans has been cemented by NTIA's experience working cooperatively with AIHEC, in consultation with PBS, to carry out the first phase of this planning project. NTIA has had a long record of assisting Native American communities to begin or to upgrade telecommunications capacity. Virtually every Native American public radio station has, at one time or another, received some PTFP assistance. A substantial number of these stations were, in fact, established with PTFP funds. In addition, many PTFP television grants, both to public broadcasting and to non-broadcast distance learning entities, have been of direct benefit to the Native American community.

It's more than appropriate that AIHEC member-colleges be provided the opportunity to participate fully in the information revolution. The 27 member colleges are small and widely dispersed. Most are located in fairly remote areas, and some are in truly

remote areas. The reservations served by most of the institutions, moreover, are very often themselves vast in area. The colleges are struggling, as we heard today, financially, as are, for the most part, the reservations they serve.

This committee realized early on that with a lot of effort and maybe a little luck, the AIHEC Telecommunications Project might become a model for distance learning. We now have the report of AIHEC's first year of telecommunications planning. I want to acknowledge those who conducted the study. Mr. Lone Fight, the AIHEC personnel involved in this project, Mr. McBride, the consultants AIHEC employed to assist with the project, the staffs at PBS and at NTIA are all to be commended.

The volume of work produced, while formidable, is less significant than the nature of the report's recommendations. Those recommendations provide a sound basis for going forward. I concur with AIHEC's recommendations that member colleges begin their experience in educational technology by employing satellite communications to interconnect with each other and with other distance learning providers. Once this initial interconnection is accomplished, the individual AIHEC member colleges will be able to undertake the more complicated and demanding task of hooking up their main campuses to the many learning centers scattered across their respective reservations. The engineering associated with this local networking has been made part of the second year's planning effort and, in fact, is already taking place.

The final report recommends, among other things, that the project's first implementation phase include satellite receiver dishes for the main campus of each AIHEC college, plus a dish for AIHEC's Washington, DC office, and a TV reception classroom equipment package for each college. The acquisition and installation of this equipment appears to be within the scope of NTIA's present PTFP Grant Program, as program funding may be used to support telecommunications equipment for the production and transmission of educational and cultural programming.

I'd like to describe now NTIA's new Information Infrastructure Grant Program that I mentioned earlier might also be of assistance to AIHEC member colleges. Under legislation pending before the House presently, NTIA would be authorized to administer a new competitive grant program that would support a broad range of information technologies. These technologies could serve not only distance learning, but also a variety of other social service functions, including health care administration, library management, museum services, and other critical public and social service efforts.

It is my hope and expectation that in light of this new emphasis by the President on the development of a national information infrastructure, AIHEC will be able to build upon its ongoing telecommunications projects to help extend the benefits of interconnection to other public service institutions on individual reservations and possibly throughout Indian country nationwide. The bonus here is that in doing so, this pooled usage might bring about a significant reduction in operational costs for all cooperating entities. The experience in information technologies and applications that AIHEC has gained through the PTFP program will assist its members in

bringing 21st century telecommunications technologies to Native Americans.

In the course of completing the first year's planning effort, AIHEC adopted a formal mission statement that envisions an eventual nationwide reach for the AIHEC telecommunications network. That statement calls for AIHEC to deliver "post-secondary educational services to Indian people and agencies throughout the United States." AIHEC's vision compliments the administration's vision of a national information infrastructure that would help to bring the benefits of advanced information technologies to all Americans.

The vision that I've heard today from all of my colleagues of an advanced telecommunications infrastructure on the reservations to connect tribal people to each other and to the rest of American society and to the world is shared by this Administration. I share that vision, and I will do everything I can over the next several years to help accomplish that vision.

I want to thank you, Mr. Chairman, and members of the committee. I look forward to working with you, and I'd be pleased to respond to any questions you might have at this time.

[Prepared statement of Mr. Irving appears in appendix.]

The CHAIRMAN. I thank you very much, Secretary Irving.

I am not certain whether everyone here recognizes the significance of today's hearing. It is a rather historic one. I have conducted I have no idea how many hearings in the past 34 years, but as a general rule, when Government witnesses appear, they appear to provide excuses why they cannot do certain things. Today it is just the opposite. They are telling as how they propose to help the tribal colleges.

In that light, before I proceed with questions, I have been authorized by the Department of Defense, through Mr. Salter, the man I introduced earlier, to make the following announcement: The Department of Defense will adopt three schools—Oglala Lakota, Salish Kootenai, and Sinte Gleska, because they have 4-year programs—for immediate assistance. On September 13, officials of these institutions will be invited to the White House for a special luncheon, and at that time details will be provided. The total investment will exceed $5 million. So that is step number one.

Step number two, the Department of Defense and the Appropriations Subcommittee on Defense are presently in very serious discussions on the disposition of equipment. As you know, there is a major military draw-down at this moment. Bases are being closed all over the world, not just in the United States. As a result, there are all kinds of equipment—everything from x-ray machines to typewriters, telecommunications equipment, and such—and we do not have a comprehensive plan for the distribution of such equipment. Much of the equipment will still be used by the military, but because of the personnel draw-down, some will be declared surplus. Surplus not because it is not good; surplus because there are no personnel requiring the equipment.

I am hoping that as a result of these discussions, Native Americans will be on the top of the list, and, believe me, the Department of Defense has good equipment, and Mr. Salter is well aware of that. As I said when the hearing started, he is the man talk to.

Secretary Irving is also going to be very helpful. He spoke of the broadcasting facilities grant program.

In that program, for each local dollar, you can match it with three, can you not?

Mr. IRVING. I believe the PTFP is three to one. The NTIA will be one to one.

The CHAIRMAN. Now, assuming that the bill which is now being considered passes the Senate, and I am certain it will pass the Senate, and then gets through the conference, and I am also certain it will get through the conference, we have $500,000. The report in the bill specifically says, in anticipation of this—these are the words—"Funds disbursed by the consortium to successful applicants in the Competitive Grant Program of NTIA shall be considered as non-Federal funds for the purpose of meeting matching requirements for public telecommunication facility grants." Technically, if you decide to use all of that money for grants, you have $2 million in your pocket, if you are successful.

Once in a while, we do provide money around here. But this is just the beginning, believe me, because once Mr. Salter completes the study and works out some sort of scheme, you may find yourself with some telecommunications equipment. It might be military and kind of olive drab in color, but if I know Indians, you know how to paint it up. [Laughter.]

I have many questions, but instead of asking questions, I want to commend all of you for the great work you have done, and I am especially pleased and grateful for the report that you have submitted. I can assure you that we will consider that report to be our marching orders, and as you have heard from Secretary Irving, he concurs with your recommendations. He is ready to be of help to you. I would suggest most respectfully that you take up his invitation I can assure you that he is a powerful fellow. He is the one who is going to say, "Your grant is approved," so you better know him by his first name. In case you do not know what his first name is, it is Larry. [Laughter.]

With that, I thank all of you for spending time with us. I am happy that we have taken one little step, but we are going to have many more steps. Thank you.

[Whereupon, at 11:40 a.m., the committee adjourned, to reconvene at the call of the Chair.]

APPENDIX

Additional Material Submitted for the Record

Prepared Statement of Hon. Byron L. Dorgan, U.S. Senator from North Dakota

Mr. Chairman, I want to thank the Committee for holding this hearing on the facility needs of the tribally controlled community colleges. It is an issue which is very important to me and the tribes of North Dakota.

There are 24 tribally controlled colleges in the country, five of which are located in North Dakota. I consider the establishment of these institutions to be one of the few real success stories in BIA history. Tribal colleges prepare students for the world today's competitive world, and at the same time provide instruction in Native American traditions and history. All but six of the schools are fully accredited, and those six are in candidate status. Because they have been so successful, tribal college enrollments have been steadily increasing over the past decade. In 1993, over 14,000 students were enrolled in tribal colleges.

Despite this success, tribal colleges remain seriously under-funded. In the House, I led efforts to secure full funding for the reauthorization of the Tribally Controlled Community College Assistance Act of 1978. That Act allocated $5,820 per Indian student, but Congressional appropriations have never exceeded $3,177 per Indian student. In FY93, the appropriation of $16.4 million allowed for a payment of only $2,974 per Indian student.

Even though the colleges have made progress in obtaining additional facilities in the past decade, the physical condition of many of their structures remain inadequate for the educational goals that are being pursued. A review of the tribal colleges by the BIA found that most of the classrooms were minimally functional, and all the schools had buildings which were in noncompliance with safety and building codes. Most of the colleges were established in buildings surplused from the BIA, and they remain in deplorable condition.

For the past 4 years, the Indian Affairs Committee has sought to include $2 million in the Interior budget for repair and renovation of these tribal colleges. As a member of the Indian Affairs Committee I will work to make sure this money is appropriated.

This spring, I gave the commencement address at Turtle Mountain Community College in North Dakota. The school awarded 60 associate degrees, and 17 technical decrees. This year marks the 20th anniversary of the College. Starting in one building and half a dozen instructors, Turtle Mountain has grown into a small campus, with a wide range of classes. Some graduates have become leaders of the community, while others have gone onto other scholastic achievements. I was tremendously impressed with both the school and the students, and what they had accomplished. However, Turtle Mountain, like other tribal colleges will not reach its full potential unless it has appropriate facilities and adequate funding. That is why I thank the Chairman for focusing the spotlight on facilities funding for tribal colleges.

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PREPARED STATEMENT OF LARRY IRVING, ASSISTANT SECRETARY FOR COMMUNICATIONS AND INFORMATION, DEPARTMENT OF COMMERCE

Mr. Chairman and Members of the Committee:

I want to begin by expressing my appreciation to the Committee for the opportunity to testify on the status and significance of the American Indian Higher Education Consortium (AIHEC) telecommunications project. I would also like to note that this is a historic moment for NTIA, as it is the first time NTIA has testified before the Committee on telecommunications issues—issues that this Committee, and especially you, Mr. Chairman, have foreseen as pivotal for communities across our Nation.

These are exciting times for those of us involved in telecommunications and information technologies and applications. Five months ago, President Clinton selected me to lead the National Telecommunications and Information Administration. Since I began at NTIA, I have learned that it is indeed a "one-stop shop" for telecommunications policy analysis, spectrum management, advanced telecommunications research, international telecommunications and management of the Public Telecommunications Facilities Program (PTFP)—which funded the AIHEC project.

In addition, the Administration has responded to the challenge of the times by establishing a National Information Infrastructure initiative. One of the activities under the initiative is a proposed National Information Infrastructure grant program, which, if approved and funded by Congress, would be administered by NTIA in October. I believe that this new grant program offers numerous possibilities for communities to use telecommunications to bridge gaps in access to the nation's information and communications networks. This is particularly exciting because it goes beyond the traditional mandate of NTIA's current grant program to serve only educational and cultural purposes.

My belief that telecommunications technologies can improve the quality of life for Americans has been cemented by our experience working cooperatively with AIHEC, in consultation with the Public Broadcasting Service, to carry out the first phase of this telecommunication planning project. NTIA has had a long record of assisting Native American communities to begin or upgrade their telecommunications capacity. Virtually every Native American public radio station has, at one time or another, received some PTFP assistance. A substantial number of these stations were, in fact, established with PTFP funds. In addition, many PTFP television grants, both to public broadcasting and to nonbroadcast distance learning entities, have been of direct benefit to Native Americans.

It makes sense that the AIHEC member-colleges should participate fully in the information revolution phenomenon. As members of this Committee know, the 27 colleges are small and widely-dispersed. Most are located in fairly remote areas and some are in truly remote places. The reservations served by most of the institutions, moreover, are very often themselves vast in area. The colleges are struggling financially, as are, for the most part, the reservations they serve. In light of all this, NTIA realized early on that with a lot of effort and a little luck, the AIHEC telecommunications project might well evolve into a model of distance learning in action.

We now have the report of AIHEC's first year of telecommunications planning. I wish to acknowledge those who conducted the study. The initial Project Director, Mr. Lone Fight, the AIHEC personnel involved in this project, and the consultants AIHEC employed to assist with the project, are to be commended.

The sheer volume of work produced, while formidable, is less significant than the nature of the Report's recommendations. Those recommendations, which are realistic, provide a sound basis for further developments. I agree with AIHEC that it makes sense for their member colleges to begin their experience in educational technology by employing satellite communications to interconnect with each other and with the larger universe of distance learning.

With this initial interconnection accomplished, the individual AIHEC member colleges can undertake the more complicated and demanding task of hooking up their main campuses to the many learning centers scattered across their respective reservations. The engineering associated with this local networking has been made part of the second year's planning effort and, in fact, is already taking place.

The Final Report recommends, among other things, that the project's first implementation phase include a Satellite receiver dish for the main campus of each AIHEC college, plus a dish for AIHEC's Washington, D.C. office, and a TV reception classroom equipment package for each college. The acquisition and installation of this sort of equipment is certainly within the scope of NTIA's present PTFP grant

program, as program funding may be used to support telecommunications equipment for the production and transmission of educational and cultural programming.

I would like to describe how the NTIA's new information infrastructure grant program that I mentioned earlier might be of interest to AIHEC member colleges. Under the legislation pending before the House, NTIA would be authorized to administer a new competitive grant program that would support a broad range of information technologies. These technologies could serve not only distance learning, but also a variety of social service functions such as health care, (including health care administration), library management, museum services, and other public service efforts.

With the advent of the new emphasis on a national information infrastructure, AIHEC can build upon its on-going telecommunications projects to help extend the benefits of interconnections to other public service institutions on the individual reservations and, possibly, throughout Indian Country nation-wide. The bonus here is that in doing so, this pooled usage might bring about a significant reduction in operational costs for all the cooperating entities.

The experience in information technologies and applications AIHEC has gained through the PTFP program puts it out front in bringing 21st century telecommunications to Native Americans. In the course of completing the first year's planning effort, AIHEC adopted a formal Mission Statement that envisions an eventual nationwide reach for the AIHEC telecommunications network. That Statement calls for AIHEC to deliver "postsecondary educational services to Indian people and agencies throughout the United States." I cannot help but note that AIHEC's national vision meshes extremely well with the Administration's vision of a national information infrastructure that would help to bring the benefits of advanced information technologies to all Americans.

Thank you for the opportunity to appear before the Committee on Indian Affairs. I will be pleased to respond to any questions you might have at this time.

STATEMENT OF [redacted], ACTING DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, BEFORE THE COMMITTEE ON INDIAN AFFAIRS, UNITED STATES SENATE, AT AN OVERSIGHT HEARING ON "TRIBAL COLLEGE TELECOMMUNICATIONS AND FACILITY NEEDS".

July 29, 1993

Good morning Mr. Chairman and Members of the Committee. I am pleased to be here to present the views of the Department of the Interior on Tribally Controlled Community Colleges telecommunications, facility needs, renovation and repair.

The Office of Indian Education Programs (OIEP) within the Bureau of Indian Affairs (BIA) provides operating grants totalling about $24 million to 22 Tribally Controlled Community Colleges, and administers two of the BIA funded colleges: Haskell Indian Junior College (HIJC) and Southwestern Indian Polytechnical Institute (SIPI). In addition, the BIA provides about $1 million toward tribal college endowments that allow the colleges to match these funds with donations from the private sector. HIJC is becoming a regional training center for the Department of the Interior much like the regional training center in Denver, Colorado. HIJC is also working toward developing an accredited educational program to prepare Indian students for teaching certificates so that the graduates can return to Indian country to teach in Indian schools. SIPI is a vocational school providing courses in bookkeeping, accounting, data processing, marketing, office occupations, electronics, drafting, surveying and other vocational related fields. Sixteen of the tribally controlled colleges are accredited and the remaining six are candidates for accreditation.

Facility Construction and Capitol Improvements

The Higher Education Act Amendments of 1992, P.L. 102-325, in reauthorizing the Tribally Controlled Community Colleges

Act, authorized to be appropriated in FY 1993, $10,000,000 for renovation, repair and construction of facilities. Two million dollars, and such sums as may be necessary for each of the four succeeding years, was authorized for the Navajo Community College in FY 1993. Due to the significant backlog of requirements in BIA facilities, the limited resources available have been dedicated to correct health and safety related deficiencies through repair or construction of facilities for elementary and secondary schools. The safety of Indian children attending these schools are our highest priority.

A master plan will be developed at HIJC that will be submitted to the FMCC and the Office of Construction Management (OCM) which will address new construction needs.

Telecommunications

In Fiscal Year 1989, Congress appropriated funds for a teleteaching project to serve the tribally controlled institutions. A contract was let to Mansfield University to purchase equipment and provide in-service training to college personnel. The project was continued into FY 1990 and 1991. The total funding for the project was approximately $448,000 which allowed for equipment and some training.

In 1991, Congress provided $250,000 to the tribal colleges and universities through the Department of Commerce for the purpose of developing a plan that would identify how these institutions could more effectively achieve their mission through the utilization of telecommunications technologies. In their final report, the institutions indicated they would need approximately $2,000,000 to purchase the necessary equipment and to provide training to implement a telecommunications network.

Establishing a distance learning network would enable the tribal colleges to provide undergraduate credit courses in advanced math and science, business administration, nursing and other health related subjects, (specifically third- and fourth-year courses not yet available at the two-year colleges) tribal language programs, alcohol and substance programs, and to extend the elementary and secondary education programs to four year courses and offer graduate degrees in a number of fields. The colleges would also be able to offer non-credit programs in fundraising, writing skills, and self-improvement skills.

Collegiate instruction and tribal information could be shared between institutions. In-service professional development training for faculty and staff, tribal employees, and educational telecommunications personnel responsible for such inter-institutional and inter-tribal sharing would be another possibility. Sharing other distance learning programs via satellite or other telecommunication means would further enhance the learning possibilities of our student population. In addition, a telecommunication learning network would provide communications between and among college staff, tribal leaders and other Indian-related agencies and programs.

This concludes my prepared testimony. I will be happy to answer any questions the Committee may have.

BLACKFEET COMMUNITY COLLEGE

BOX 819 — BROWNING, MONTANA 59417

Administration 406-338-5441 Faculty 406-338-5411
Library 406-338-7325 Student Services 406-338-5421

Testimony to the Senate Select Committee on Indian Affairs hearing for the Facility needs of Tribally-Controlled Community Colleges

Mr. Chairman and committee members, I am [redacted], President of the Blackfeet Community College which was chartered by the Blackfeet Tribe in the State of Montana since 1974. Thank you for your invitation to present testimony and to share with you the needs of our colleges.

Blackfeet Community College needs are an representative example of the needs of all the tribally-controlled community colleges. Our buildings for classroom consist of a used double-wide mobile trailer, a transformed garage, a transformed home, a transformed roller skating rink, a log building constructed by the building trades students, a mobile home designed for office space and a library which is presently being constructed, partially-funded by the Library Services and Construction Act (LSCA). A descriptive example, which reflects the obvious use of all facilities which were not designed for an educational setting.

Although our efforts to provide a quality education continue to be the top priority, many times during the winter months which is the majority of the seasons in our area, our students find it very difficult to continuously overlook the inadequate learning environments while struggling to become an educated person. Our successes continue, however, the elders and educators often discuss the contributions and potential which may go unrealized when the students sit in classes with their jackets to stay warm, re-arrange the buckets to catch the water dripping from the ceilings, and continually question why there are only minor improvements which help to better their educational setting and atmosphere.

The conditions may seem bleak at times, however, the students continue to enroll. In the 1992-93 school year, the BCC enrollment increased from 350 students per quarter to an all-time high of 500 students per quarter. It is very apparent, our community members recognize that an improved future on our reservation can be realized through a college education. The Blackfeet Tribe had 47 individuals receive their Bachelors Degree in the Spring of 1993. Of the 47 individuals, 24 had attended or graduated from Blackfeet Community College prior to completing their bachelors degrees.

The students who attend and graduate from Blackfeet Community College are staying within the community. This is an example of the purpose for the existence of tribally controlled community colleges. The students can attend an institution of higher education and continue their cultural education which is a necessity to maintain the unique human dignity of us as a tribal

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group. I have a deep and sincere appreciation for the tribally-controlled community college movement of which I give thanks for my education. It is the tribal college movement, which has continuously raised the level of awareness on Indian Reservations that many native people could complete a higher education experience with success.

The needs for facilities are crucial for the effects which our students continue to reflect back into the community. The Blackfeet Tribe has a hospital facility which could employ many of our students upon completion of their studies. Yet the science classrooms and laboratories must have more operating space. In the spring quarter 1993, we had an enrollment in one course of 49 students who were taking an education course. Before the class started they would have to borrow chairs from other classrooms to make space for everyone to attend, since we cannot afford to meet the space needs of the individuals desiring an education. The students concern was at least to have a chair to sit on and not necessarily to have a table to write on.

Another example, of the services which Blackfeet Community College is providing is the adult basic education (High School diploma equivalency). During the 1992-93 school year, we received a one year grant to provide the GED instruction. We have approximately a 40% dropout rate at the local public high school. In the 1990 census on the reservation, it was indicated that approximately 35% of the population, ages 18 years and older do not have a GED or High School diploma. It was with these statistics that we chose to make an attempt to serve a large group of our adult population to improve their educational attainment. We removed walls out of the donated double-wide trailer to have enough space for the interested students. We used a homeless shelter to provide instruction in the mornings for individuals who were ashamed from their situation to sit in the classes at the college. We also provided evening instruction for those who could not attend during the day hours.

Our services expanded to a community named Heart Butte, which is about 35 miles south of our main campus to provide courses to other members of our reservation. The classroom space was donated by the high school and a halfway house for recovering alcoholics. The halfway house was very anxious to work with the college since we offered building trades instruction to them, which helped them to improve their living facilities. Two years ago, I visited the halfway house when we were preparing to bring our classes there. I was emotionally touched and hurt when I seen the occupants beds

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covered with large pieces of plastic. I later discovered that their roofs were leaking and they did not know how to fix it. There have been many improvements since then because of the building trades courses. We have about 10 other small communities which could be served if we had the resources of which to offer.

The future goals of the college are to serve these communities through the following ways, one, mobile classrooms and two, establishing a learning facility in each community. The immediate needs which we must meet is to do emergency additions and renovations on our existing facilities.

It is with this in mind, I encourage you to make appropriations as authorized in The Tribally Controlled College Act as amended by Public Law 98-192 for Renovation for Expansion due to Overcrowding or Inadequate Facilities, Architectural and Engineering Study of Tribal College Facilities, Health, Safety and Code Compliance Projects, Repairs and/or Replacement Projects and General Maintenance and/or Improvements.

On behalf of the Tribally Controlled Community Colleges, I thank you for the devotion which brings us to share common interests for improving the lives of people in this country.

American Indian Higher Education Consortium
515 Capitol Court N.E. • Suite 100 • Washington, DC 20002
202 544 9289 • Telefax 202 544 4084

TESTIMONY BEFORE THE SENATE COMMITTEE ON INDIAN AFFAIRS ON FACILITY NEEDS OF TRIBALLY-CONTROLLED COLLEGES

Mr. Chairman and committee members, I am [redacted] President of Northwest Indian College, which was chartered by the Lummi Indian Tribe to provide post-secondary educational services to over 30 small Indian tribes in Washington and Oregon. I appear before you today as [redacted] Chairman of the American Indian Higher Education Consortium [redacted] Committee. On behalf of [redacted], we are especially pleased and thankful that you and the Senate Committee on Indian Affairs have expressed interest in the status of tribal college facilities.

As you are aware the tribal colleges are woefully underfunded in general, but the area of facilities needs and funding has been overlooked and disregarded by the BIA, U.S. Congress and the Executive Branch of the Federal Government for the past twenty years. The Tribally-Controlled College Act as amended by Public Law 98-192 includes an authorization for facilities appropriations, but to date no appropriations have even been recommended by the BIA, President, House or Senate. Furthermore, the Tribally-Controlled College Act specifically prohibits the use of "basic appropriations" for facility improvements. The Office of Construction Management within the BIA accepts no responsibility relative to tribal college facilities because the tribal colleges are not "owned or operated" by the BIA as are Haskell Indian College, Southwest Indian Technical Institute and the many BIA-operated elementary and secondary schools.

It is true that neglect and disregard for the facility needs of tribal colleges stretches the federal budget and helps to reduce (on paper) current budget deficits. However, since education for native Americans, including post-secondary education, is a "trust responsibility of the Federal Government," inaction relative to tribal college facilities needs simply creates a backlog of unmet financial obligation which continues to grow at an exponential rate, just as congress recently learned relative to the facility needs of BIA elementary and secondary schools.

There have been several efforts to bring attention to the facility needs of tribal colleges dating back to 1986. When Congress requested the BIA to conduct a study to determine the availability of vacant and unused BIA facilities for potential conversion for tribal college facilities. Furthermore, the study was to identify the need for new construction at the tribal colleges. This study concluded that there were no available BIA facilities available for transfer to tribal colleges. However, each college was allowed to submit a list of proposed renovations and/or repairs to current facilities as well as new construction. A summary, by college, of these requests is included as Attachment A, which totals $[redacted] in renovations or repairs and $[redacted]. Unfortunately, this study was merely a request for each college to submit its "wish list" and did not include an architectural and engineering analysis of these facilities nor were there any specific regulations or guidelines provided to ensure a uniform analysis by each college.

The Carnegie Foundation Report entitled "Tribal Colleges: Shaping the Future

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of Native America" published in 1989 notes the wide disparity in facilities among the tribal colleges. However, the typical tribal college is operating in donated space, used on a joint basis with other tribal programs or in facilities that were deemed no longer suitable for some other tribal use, and in several cases facilities that were previously condemned. It was also noted that the tribal colleges have been especially creative in meeting their facility needs by acquiring surplus modular facilities or converting unused tribal or BIA facilities into classrooms or labs, such as the conversion of a sewer treatment plant into a science lab. However, these creative solutions are in many respects "time-bombs" because used portable facilities have limited lifetimes with significant maintenance costs and in many cases "code compliance problems." Also previously abandoned or condemned facilities generally were abandoned or condemned for good reason, usually financial, such as cost of repairs associated with structural or code compliance problems. The Carnegie Report also notes that, unlike the nation's community colleges, the tribal colleges do not have a local tax base or state funds to provide for facility needs. **Thus, the lack of facility funding is forcing the tribal colleges to accept inadequate and inferior facilities with high maintenance and operational costs which ultimately will have to be replaced with new construction.**

The second of ten recommendations made by the Carnegie Foundation relative to the tribal colleges is as follows:

> "**Specifically, we recommend that the federal government appropriate funds for construction as authorized in the Tribally Controlled Community College Act so that, by the year 2000, every college has an adequate plan fulfill its educational obligations.** ... We do not propose spacious facilities for these institutions. All we call for are spaces that would bring dignity to tribal colleges and greater effectiveness to learning. ... For students to be fully served, there must be--at the most basic level--adequate classroom space and campus buildings that are aesthetically attractive and functional."

There have been four federal programs that have been utilized by the tribal colleges to obtain sorely needed facility funding by several of the tribal colleges. These are:

(1) Library Services and Construction Act (LSCA), which is administered by the Department of Education, includes an "Indian set-aside" to provide Special Projects grants for public library services on Indian reservations. Several colleges have been delegated responsibility by the tribal government to provide public library services on the respective reservation and the colleges have been able to apply for these funds in the name of the local tribe. However, these grants are competitive and the total available for all grants in generally less than $2.0 million annually.

(2) General Services Administration (GSA) -- Primarily through the efforts of Congressman Roybal, the tribal colleges received about $1.8 million to assist with the elimination of health, safety and overcrowding problems during fiscal 1991.

(3) Indian Vocational Programs, administered by the Department of Education is another "Indian set-aside" which provides competitive grants for vocational

training for Indian tribes. Several of the tribal colleges have utilized this funding source to initiate construction or building trades training programs. These colleges then have utilized a portion of their tuition revenue (or other funds) to contract the building trades training program to plan and complete specific facility renovations and/or additions. The colleges which have utilized this strategy tend to have the more extensive facilities of the tribal colleges.

(4) Minority Science Improvement Program, which is administered by the Department of Education has been utilized by several tribal colleges as a source of funding to renovate or expand science facilities. Typically, these grants are limited to $30-40,000 for construction in any one grant, which extends over a three year period.

The current AIHEC Facility Budget Request is for $1.65 million dollars to be shared by the 22 tribal colleges. The specific request is summarized in Attachment B, and includes $846,000 for Health, Safety and Code Compliance projects, $172,619 for Repairs and/or Replacement projects, $223,000 for Renovation or Expansion for Overcrowding, and $205,700 for General Maintenance and/or improvements. And finally, $200,000 for an Architectural and Engineering Study of AIHEC Facilities and the development of a Capital Analysis Model for Tribal Colleges.

Two years ago, the AIHEC Facilities Committee developed an initial draft of a Capital Analysis Model for Tribal Colleges patterned after the Washington State Community College Capital Analysis Model used by the Washington State Community Colleges for the past 25 years. This model would be utilized to determine relative priorities of the facilities needs within AIHEC based upon enrollment and type of space needed versus type of space available that meets all existing health and safety codes. The development of this model begins with an architectural and engineering analysis of all existing tribal college facilities to determine which structures are financially feasible for repair and renovation versus replacement. Lack of funds to complete this element of the study has placed this project on hold until funds are made available.

The AIHEC recommendations or requests concerning facilities are as follows:

(1) That the U.S. Congress adopt a long term plan for the improvement and development of tribal college facilities as recommended by the Carnegie Foundation. Such plan should include annual appropriations as authorized in the tribally controlled community college act, but allocated into four line items. These line items would be (a) emergency/contingency funds-- $1.0 million; (b) repairs--$6.0 million; (c) minor improvements--$8 million; and (d) major projects--$15.0 million. The funds would be distributed to the colleges based upon the TCC Capital Analysis Model and the college's accreditation status. Finally, this appropriation level would be maintained until the tribal colleges have fully developed facilities to meet the postsecondary educational needs of native Americans.

(2) That the U.S. Congress include in the current year's budget the requested $1.6 million to fund emergency projects and the architectural and engineering study of tribal college facilities.

(3) That the U.S. Congress direct the Department of Defense to consider the

facility needs of the tribally controlled community colleges as defense facilities are dismantled and abandoned. Giving first preference to those tribal colleges which are operating in close proximity to defense facilities designated for closure, or for military structures that can be moved to a tribal college campus.

(4) That an appropriate committee be established to identify additional strategies, including other federal programs or necessary legislative changes to help resolve the tribal college facility crisis within existing resources.

On behalf of the American Indian Higher Education Consortium, I sincerely thank you for time and attention you are devoting the tribal colleges and our facility concerns.

Summary of BIA/OCM Report
Tribally Controlled Community College Facilities
March - 1988

	Renovations	New Construction	
Bay Mills	*new college*		
Blackfeet	$355,000		
Cheyenne River	$30,790		
DQ University	$2,305,500	$1,048,000	
Dull Knife	$628,000	$75,000	
Fond du Lac	*new college*	*new*	
Fort Belknap	$100,000	$2,000,000	
Fort Berthold		$550,000	
Fort Peck	$127,000		
LCO Ojibwa	$800,000	$1,600,000	
Little Big Horn	$891,000	$4,352,200	
Little Hoop	$500,000		
Navajo	*Title II*		
Nebraska	$375,000		
Northwest	$504,100	$424,000	*
Oglala Lakota	$250,000	$1,572,350	
Salish Kootenai	$145,000	$1,520,000	
Sinte Gleska	$2,395,000	$1,135,000	*
Sisseton-Wahpeton	$250,000	$1,000,000	
Standing Rock	$303,000	*	
Stone Child	$2,660,000	$305,000	
Turtle Mountain	$440,000	*	
TOTAL	$13,059,390	$15,581,550	

*These colleges all have indicated a need for a totally new campus to be developed in the future.

AIHEC FACILITIES REQUEST

Fiscal 1994

	A	B	C	D	TOTAL
Bay Mills	$2,000	$5,000	$43,000	$20,000	$70,000
Blackfeet	$28,000	$20,000		$22,000	$70,000
Cheyene River	$15,500		$54,500		$70,000
DQ University	$70,000				$70,000
Dullknife	$38,750	$17,015		$4,200	$59,965
Fond du Lac				$70,000	$70,000
Fort Belknap	$69,870				$69,870
Fort Berthold			$70,000		$70,000
Fort Peck		$70,000			$70,000
LacCourte Orielles	$34,000	$23,000			$57,000
Little Big Horn	$28,000	$5,000	$20,000	$20,000	$73,000
Little Hoop			$75,000		$75,000
Navajo	$70,192				$70,192
Nebraska	$38,000	$12,500			$50,500
Northwest	$69,445				$69,445
Oglala Lakota	$69,998				$69,998
Salish Kootenai	$51,000		$15,000	$4,000	$70,000
Sinte Gleska	$20,000			$50,000	$70,000
Sisseton-Wahpeton	$37,500	$17,250		$12,500	$67,250
Standing Rock	$70,000				$70,000
Stonechild	$61,983	$8,017			$70,000
Turtle Mountain	$67,000			$3,000	$70,000
TOTAL	$841,238	$177,782	$277,500	$205,700	$1,502,220
Architectural and Engineering Study of Tribal College Facilities					$200,000
					$1,702,220

A = Health, Safety and Code Compliance Projects
B = Repairs and/or Replacement Projects
C = Renovation for Expansion due to Overcrowding or Inadequate Facilities
D = General Maintenance and/or Improvements

CALENDAR

For Developing An AIHEC Capital Needs Statement

(Revised October 3, 1990)

Activity	Start	Complete
Discussion with AIHEC (San Diego)	Oct. 12, 1990	Oct. 13, 1990
Self-survey of facilities		
• mailed to Tribal Colleges	Late October	
• performed by college staff	Late October	Early December
• returned to AIHEC		December 15
• analyzed and compiled	Mid-December	Early Jan. 1991
Inventory and Condition Survey		
• establish data requirements, format, etc.	October 1990	February 1991
• select contractor/consultant	October 1990	November 1990
• pilot survey (NWIC)	November 1990	December 1990
• perform inventory/survey	March 1991	September 1991
Develop Budget Methodologies		
• draft space standards	October 1990	February 1991
• draft prioritizing criteria	November 1990	February 1991
• review with AIHEC	February 1991	March 1991
• prepare data base formats	February 1991	March 1991
• draft of earmarking by project category	Spring 1991	July 1991
• review of earmarking by AIHEC	July 1991	Early Aug. 1991
Budget Request Instructions		
• preparation of forms, instructions	July 1991	Early Aug. 1991
• review of instructions		Early Aug. 1991
Preparation of Local College Requests		
• receive instructions		Late Aug. 1991
• college staff use consultant project descriptions for funding requests and submit requests to AIHEC	Early Sept. 1991	Late Sept. 1991 Early Oct. 1991
Preparation of AIHEC Capital Needs Document		
• evaluation of local requests	October 1991	November 1991
• prioritizing of valid requests	October 1991	November 1991
• listings of capital needs	November 1991	December 1991
• AIHEC review of listings		December 1991
• write/print formal document of AIHEC capital needs	January 1992	End Feb. 1992

WORK PLAN (PROPOSED)

To Establish A Capital Budgeting Process for AIHEC

(Revised October 3, 1990)

I. Self-survey of Existing Facilities

A mail-out, mail-in survey form, to identify and describe existing facilities used by each Tribal College, will be prepared and sent to each college. Tribal College staff will be asked to fill out the survey form, entering location and size information for each site and facility used by the college.

The resulting survey information will assist in defining the cost and duration of the proposed professional inventory of facilities, space use and condition of buildings, to be conducted by a qualified architectural/engineering contractor during 1991.

The mail survey should be initiated in late October 1990, returned by Thanksgiving 1990, and reviewed/compiled by January 1991.

II. Inventory of Facilities and Condition

An inventory of Tribal College facilities will be conducted by a qualified team of professionals, to describe and measure all facilities used by Tribal Colleges, land and buildings, to determine room use, to evaluate the physical condition of facilities, to recommend needed repairs or improvements, to describe suitable capital projects, and to report this data in a manner suitable for creation of an operational data base and for preparation of an AIHEC capital request document.

The inventory findings will be the basis for each Tribal College to request funding for repairs, renovations and similar improvements to buildings and sites.

The inventory findings will also be used in the AIHEC evaluation of need and prioritizing of the capital funding requests from each college.

The inventory and condition survey will be performed by the same professionals at every college, thereby assuring consistent coding of facilities and room uses, and also assuring that building condition evaluations and repair needs are described comparably for all colleges.

The inventory and condition survey should be performed during the spring and summer of 1991.

III. Methodologies for Analysis of Capital Needs

A number of methodologies will be developed for AIHEC to use in evaluating and prioritizing the requests from Tribal Colleges for capital funds. These methodologies will include the facility data base generated from survey information (II. above), a set of space standards

(assignable square feet per student for each type of college space), criteria for prioritizing the requests for repairs, minor improvements and major projects, and initial earmarking of proportions of anticipated funding into capital needs categories (e.g. repairs vs. minor improvements vs. major construction).

These methodologies must be thoroughly discussed and reviewed with AIHEC, so that each Tribal College will know how its capital needs are going to be evaluated and so that all members can accept and support the eventual AIHEC prioritization of individual college capital requests. AIHEC adoption of each methodology will help shape the eventual AIHEC request for capital resources.

The methodologies will be drafted by the spring of 1991 and will be reviewed and revised by AIHEC members during summer 1991.

IV. Capital Request Forms and Instructions

Specific instructions will be prepared as necessary to guide each Tribal College in describing its capital facility needs and requesting capital funds. These instructions may include forms to be filled out for each type of capital request. The college requests will be based on the work done by and with the consultants during the spring and summer of 1991.

V. Preparation of Tribal College Capital Requests

Each Tribal College will receive a set of the finalized capital budget instructions and the data from the inventory and condition survey of its facilities. The instructions will also contain the methodologies for AIHEC evaluation and prioritizing of college requests for capital funds.

Each college will prepare descriptive material identifying and justifying its requests for capital funds in each project category, using the information from the consultant survey.

Budget request instructions will be sent to each college in the fall of 1991 and budget requests should be submitted to AIHEC by early October 1991.

VI. Development of AIHEC Capital Needs Document

Capital requests from each Tribal College will be reviewed for consistency to AIHEC guidelines. Valid requests will be prioritized according to AIHEC criteria (see III. above).

Prioritized listings of capital needs in each project category will be developed and reviewed by AIHEC members.

Evaluation of Tribal College requests and preparation of a draft AIHEC capital needs listing will occur during November 1991. AIHEC may wish to formally adopt the capital needs listing. A formal document can then be prepared detailing the AIHEC capital needs listings and outlining the processes and methodologies involved in establishing the rankings of capital requests. Writing and printing this document will take up to two months.

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A SUGGESTED BASIS FOR A CAPITAL REQUEST/ALLOCATION TO EACH TRIBAL COLLEGE

FY 1992

CATEGORY	AIHEC TOTAL $	ACCREDITATION STATUS		
		NOT ACCREDITED	CANDIDATE	ACCREDITED
1. E.C. funds (emergency/ contingency)	$1 million	$20,000 + $100 per ISC	$20,000 + $100/ISC	$20,000 + $100/ISC
2. Repairs	$6 million	Pro rata share based on $ need in survey results (9/91)	Pro rata share based on $ need in survey results (9/91)	pro rata share based on $ need in survey results (9/91)
3. Minor Improvements	$8 million	No participation	$165,000, plus $400 per ISC, plus pro rata share based on gross square feet	$165,000, plus $400 per ISC, plus pro rata share based on gross square feet
TOTAL $	$15 million			

A SUGGESTED BASIS FOR A CAPITAL REQUEST/ALLOCATION TO EACH TRIBAL COLLEGE

FY 1993

CATEGORY	AIHEC TOTAL $	ACCREDITATION STATUS		
		NOT ACCREDITED	CANDIDATE	ACCREDITED
1. E.C. funds (emergency/ contingency)	$1 million	$20,000 + $100 per ISC	$20,000 + $100/ISC	$20,000 + $100/ISC
2. Repairs	$6 million	Pro rata share based on $ need in survey results (9/91)	Pro rata share based on $ need in survey results (9/91)	pro rata share based on $ need in survey results (9/91)
3. Minor Improvements	$8 million	No participation	$165,000, plus $400 per ISC, plus pro rata share based on gross square feet	$165,000, plus $400 per ISC, plus pro rata share based on gross square feet
4. Major Projects	$15 million	No participation	No participation	a maximum of $2 million per project, based on comparative priority score
TOTAL $	$30 million			

PRIORITIZING CRITERIA:
A SUGGESTED MODEL FOR SCORING/RANKING
MAJOR ON-CAMPUS CONSTRUCTION PROJECTS

Qualifying characteristic: the Tribal College must be accredited

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A major facility (over $500,000) is proposed for design and construction, based on preplanning (and cost estimates) done by the Tribal College and a design consultant. The project will be scored based on the following characteristics.

I. **Types of space in the project (max. of 30 points)**

30 - cultural, classroom
25 - labs (vocational, science, skills)
20 - library, child care
15 - office, maintenance/storage
10 - student activity, physical education
5 - auditorium, gallery

II. **Priority assigned by the Tribal College (max. of 20 points)**

20 - #1
10 - #2

III. **Adequacy of all campus space (max. of 25 points)**

- up to 25 points assigned to each college, based on its relative shortage of space, as measured by the TCSM, compared to all other colleges. (For example, the college with least-adequate space would score at 25, the college with the most-adequate space would score 0, and all others would receive some portion of 25 points based on their adequacy rating from the TCSM.)

IV. **Adequacy of space in the project (max. of 25 points)**

- each type of space to be included in the project is evaluated as to its adequacy on the campus, with 25 points for no space, ranging down to 0 points for 100 percent of the needed space.

Note: AIHEC will have to decide on the enrollment level of each college to be used in evaluating the adequacy of Tribal Campus facilities. Some growth (above current enrollment) is recommended as the best planning target for future improvements.

FACILITY TESTIMONY
FOR
CROWNPOINT INSTITUTE OF TECHNOLOGY

On behalf of Crownpoint Institute of Technology and the other 26 Tribal Colleges which are members of AIHEC, I'd like to thank you Chairman Inouye and all the Senators on the Indian Affairs Committee for conducting this hearing and providing me with the opportunity to speak to this urgent issue.

Chairman Inouye, Senator McCain, I am Paul Jones, Chairman of the Board of Directors of Crownpoint Institute of Technology. I am also a Navajo Nation Council delegate and a member of that Council's Ethics and Rules Committee.

You may be aware, Crownpoint Institute of Technology was established in 1979. In the 1992-93 Academic Year the school served 332 Full Time Equivalent Students, and graduated 163 students. It is anticipated that in the 1993-94 Academic Year 406 Full Time Equivalent Student will be enrolled. In accordance with the criteria established in the Job Training Partnership Act, our placement rate for this year is 82%,with an average placement rate over the last 3 years of 85%.

The Department of Education commissioned the Assessment Of Training and Housing Needs Within Tribally Controlled Postsecondary Vocational Institutions as mandated by Congress. The report, submitted in February of this year, details the facility and housing needs of the tribally controlled postsecondary institutions. It also contained a chart on placement rates at the postsecondary institutions in section III on page 10. We contend that the figures contained in that chart are incorrect and wish to submit, for the record, a correction as Exhibit A to this Committee at this time.

In speaking to the need for new and renovated facilities at Tribal Colleges, you should be cognizant that while I will speak about Crownpoint specifically, Crownpoint is representative of the conditions at all of the Tribal Colleges and I am, by no means, simply requesting aid on behalf of Crownpoint alone.

In 1978 the Economic Development Administration in conjunction with the Navajo Nation constructed a 42,000 square foot Administration and Classroom Building on Crownpoint's campus. This building housed the Diesel Mechanics, Carpentry, Building Maintenance and Electrical Trades, Secretarial Science, Accounting, Consumer Education, Air conditioning, heating and refrigeration, Architectural Drafting, Live Stock and Range Management, Applied Computer Technology, Nursing Assistant, Culinary Arts, Adult Basic Education and Surveying Technology instructional programs, as well as, general warehouse, general classroooms and Administration.

As a result of drainage problems and water damage, the building settled improperly and its foundation shifted causing structural problems. Crownpoint Institute of Technology went back to the EDA for funding to renovate and repair the building. The EDA declined, offering instead to construct 14 modular buildings of approximately 17,300 square feet and demolish the Administration and Classroom Building. Crownpoint agreed. Unfortunately, the modular units have not afforded us the necessary instructional space. In fact, as a result of this agreement wehave a net loss of some 24,900 square feet in usable space, including the loss of trades classroom and administrative space.

In order to make up for this loss, we looked for additional space in the local community off campus. In 1992, with the help of the New Mexico U.S. House and Senate Delegation (See Appendix -- Delegation Letter), we entered into a three year, year-to-year lease agreement to take possession of seven buildings of a vacant uranium mining facility aproximately three miles from the Crownpoint campus. Of the seven buildings, five buildings or 25,850 quare feet are dedicated to instructional space, while the remaining two or 7,900 square feet are dedicated to storage, security, central supply, and plant management.

Unfortunately, this "solution" has proven to be all too temporary. Currently, HRI, Inc., the local uranium mining industry, is conducting public hearings to reopen the mines at Church Rock and Crowpoint. Additionally, our lease only provides for 60 days notice of termination. Therefore, if the New Mexico mining hearings should result in a favorable decision for the uranium industry, our college may be asked to vacate the premises at any time.

Crownpoint Institute of Technology has developed five proposals as possible solutions to the lack of facilities and facility funding that it believes could be beneficial to the Tribal Colleges, and that we would like to share with this Committee.

(1) We propose that the Economic Development Administration work in conjunction with the Navajo Nation to rebuild the Administration and Classroom Building on the Crownpoint campus. This would require submitting an application to the EDA, and we have already requested $500,000 from the Navajo Nation in matching funds for an EDA project.

(2) We have contemplated a $32 Million tax exempt bond implemented by the Navajo Nation levied through a sales tax or through other tax plans recommended in the Financing Plan for Postsecondary Educational Facilities of the Navajo Nation. We wish to submit for the record a copy of that report as Exhibit B.

(3) A permanent endowment jointly funded by the Federal Government and the Navajo Nation and/or any other tribes who wish to participate for their tribal colleges could be established. The revenues generated from the endowment would be available to participating tribal colleges for use in capital improvements projects and to support academic programs.

(4) A Trust Fund could be established through the American Indian College Fund to permit Tribal Colleges to borrow funds at low interest rates for construction and renovation of facilities.

(5) Finally, we believe that if the tribal colleges could get an Executive Order, as the Historically Black Colleges and Universities have, we could begin to qualify for funding though the Defense Department, Agriculture Department, etc. in order to fund construction and renovation.

It is my intention to leave you with these ideas as catalysts for new policies and laws generated by this legislative body (as well as the Tribal legislatures) that will assist the tribal colleges and their students. But also, I want to impress upon you the dire need that the continued lack of funding and underfunding has left in their wake. The attached pictures do not show the overcrowded classrooms, the leaking roofs, the electrical, heating and mechanical problems that many of the colleges experience daily.

I urge you to support us in our request for facility funding and thank you for your time and consideration.

Congress of the United States

House of Representatives

Washington, DC 20515

September 15, 1992

Raymond G. Larson
Board of Directors
HRI, Inc.
12377 Merit Drive
Suite 750, LB14
Dallas, Texas 75251

Dear Chairman Larson:

As you may know, one of the nation's flagship tribally-controlled postsecondary vocational institutions, the Crownpoint Institute of Technology (CIT), is located in Crownpoint, New Mexico, just 3 miles from your local facility.

Recently, CIT was forced to give up more than 24,900 square feet of urgently needed instructional classroom space. This situation was a result of the long term erosion of the foundation of the institution's training facility and which deterioration was determined to be irreparable. Through a special appropriation, the Federal Government was able to provide for replacement modules which are aggregately 17,300 square feet less than the original structure which was declared unsafe and is scheduled for demolition. The net result for CIT will be fewer vocational classes serving fewer students.

We understand that representatives of your Crownpoint HRI, Inc., facility have been holding discussions with CIT regarding the possible use of the excess space of your facility. We recognize the worthy services offered by the Crownpoint Institute of Technology to the surrounding community and to Indian youth throughout New Mexico who seek to improve their employability through quality vocational training. We understand that your Crownpoint facility has excess square footage that could be utilized by CIT for classroom space. Should your company enter such a partnership with CIT, it would enhance the valuable contributions this institution can make to the New Mexico community and Indian people.

The United States Congress has recognized the value of CIT and one other tribally-controlled vocational institution in North Dakota by authorizing funding under a special Title in the Carl D. Perkins Vocational Educational Act of 1990 which brings stability to the operations of the two institutions.

CIT helps Indian youth obtain certified job skills which provide opportunities for them to be productive members of society and we would encourage your participation in this effort.

Sincerely,

Jim McNeely

WRITTEN TESTIMONY OF
NAVAJO COMMUNITY COLLEGE ON
RENOVATION AND CONSTRUCTION NEEDS

TO

THE UNITED STATES SENATE
SELECT COMMITTEE ON INDIAN AFFAIRS

July 29, 1993

Introduction

Navajo Community College respectfully requests a construction grant appropriation of $2 million for fiscal years 1993, 1994, 1995 and 1996 under P.L. 102-325 (Section 403) passed 23 July 1993.

This Act amended Section 5 of the Navajo Community College Act of 1978 to read as follows:

> Sec. 5. (a)(1) For the purpose of making construction grants under this Act, there are authorized to be appropriated $2,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.

Navajo Community College, the institution of higher learning of the Navajo, is faced with life safety threats within its physical environment. The reasons for this grave situation are these:

(1) The Navajo Community College (NCC) Act (P.L. 92-189) has never been funded at the maximum authorized level; and

(2) In 1980 NCC's Federal allocation was cut by 28.82%. NCC is currently allocated only $330,250 more per year than it was allocated in 1980.

(3) Tribal allocations remain inadequate to meet the expanding higher education needs of the Navajo Nation.

(4) P.L. 102-332 was passed in July 1992; $2 million per year for four years has not yet been appropriated as legislated.

This written report will provide I. a history of Navajo Community College; II. the National Socio-Political Environment; III. Physical Resources; IV. Accomplishments and Trends; and V. Construction and Renovation Needs with Rationale.

I. HISTORY OF NAVAJO COMMUNITY COLLEGE

Navajo Community College, the first Indian operated College in the United States, was established in 1968. The College opened its doors almost exactly one hundred years after formal education had first been imposed upon the Navajo people. The Navajos' initial resistance to compulsory education had become supplanted during this hundred year period by demands for appropriate and quality education, a change of attitude that was accelerated by World War II which heavily involved Navajo people in the armed forces and the defense industry.

In 1957, the Navajo Tribe established a scholarship fund to assist Navajos who were entering colleges and universities, but the results were disappointing: Navajo students dropped out of college at a much higher rate than did non-Indians. As early as 1959 the Education Committee of the Navajo Tribal Council began to seriously consider the establishment of a junior college on the Navajo Reservation, in recognition that existing colleges made little provision for cultural differences between Navajo and non-Indian worlds. However, it was not until 1965 that the Office of Navajo Economic Opportunity obtained funds for a study of the feasibility of establishing a Navajo College. Arizona State University was contracted to do the study, and in 1966 the University submitted a report to the Navajo Tribe recommending the establishment of a community college to be located on Reservation land and to be controlled and operated soley by the Navajo Tribe. In 1968, the Council enacted the creation of a Board of Regents who were to be exclusively Navajo. An Interim Board of Regents was appointed on June 13, 1968 which subsequently selected Dr. Robert Roessel as the first President of Navajo Community College. A permanent Board replaced the Interim Board on November 22, 1968.

The new college opened classes in January 1969 in a Bureau of Indian Affairs high school facility in Many Farms, Arizona which it shared with the high school program for the next three and one-half years. The Office of Economic Opportunity funded the initial three years of operation, with additional support from the Donner Foundation, other private agencies and the Navajo Tribe. In July 1969, Dr. Ned Hatathli became the first Navajo President of the College. The Board selected the Tsaile-Wheatfields area as the permanent site for the College. In order to meet the long-term goals of the College, funding was sought from the Federal Government, resulting in the passage of the Navajo Community College Act, Public

Law 92-189, in December 1971. This law provided for basic operational funding for College programs, with funds to be channeled through the Bureau of Indian Affairs. Construction began on the new Tsaile Campus in 1971.

In March 1972, Navajo Community College achieved candidacy status with the North Central Association of Colleges, Commission on Institutions of Higher Education. Following Dr. Hatathli's death in October that year, Thomas E. Atcitty was appointed Acting President, and was later (1973) inaugurated as President. Classes began at the new Tsaile Campus in October 1973 and in January 1974 the College began offering classes at a branch campus in Shiprock, New Mexico, which offered a program of evening courses at the public high school as well as a full-time Farm Training Program to prepare Navajo workers for employment on the new Navajo Indian Irrigation Project. With the opening of the Shiprock Campus and the development of extension and outreach programs throughout the Reservation, enrollment grew rapidly in a broad range of programs.

In October 1978, the United States Congress passed the Tribally Controlled Community College Assistance Act, Public Law 95-471, which authorized the funding of College operations and facilities construction for NCC and other tribally-controlled community colleges, replacing the earlier legislation signed by President Carter.

[illegible] Board of Regents selected [illegible] college's Chief Executive Officer, and he was to serve in that capacity for the next nine years. Early in his term of office, the NCA Commission on Institutions of Higher Education renewed NCC's accreditation for five years.

The Navajo Tribal Council appropriated $2 million during Fiscal Year 1975 as a loan to Navajo Community College. In July 1975, Navajo Community College signed a promissory note of $2.0 million with the Navajo Nation to complete the Ned A. Hatathli Cultural Center at Tsaile, Arizoa. The loan was made for ten (10) years at 6% interest with payment to commence July 1, 1977 at $271, 735.00 per year on the principal plus interest. As of July, 1993 Navajo Community College's outstanding balance with accrued interest is $1,919,110.52.

In July 1975, Navajo Community College made a loan agreement with the United States Congress in the amount of $1.5 million with 3% interest for a thirty (30) year term to complete the construction of

facilities on the Tsaile Campus. The College has been making installment payments on this loan in the amount of $340,000 on an annual basis. As of July 1993, Navajo Community College's outstanding loan balance with the federal government is $3,359,011.00

Also early in his term--in 1980--the Federal government informed the College that its federal funding would be cut in half. Despite efforts to avert this action, the College's funding was cut severely, thrusting the College under the fledgling Jackson administration into a major crisis. While the College survived this drastic drop in funding, it also sacrificed many of its plans for growth and development during the subsequent years.

II. NATIONAL SOCIO-POLITICAL ENVIRONMENT

While the physical, social and economic environment of the Navajo Reservation and the surrounding states of Arizona, New Mexico and Utah may have the most immediate impact on Navajo Community College, it is not possible to understand Navajo Community College without viewing it from the perspective of the socio-political and educational history of Native Americans and the current movement for Native American self-determination. Navajo Community College is but one of the tribally-controlled colleges which are playing a leading role in this movement.

The Carnegie Foundation for the Advancement of Teaching has recently (December 1989) released a study of the tribally-controlled colleges, *Shaping the Future of Native America* (Princeton University Press, 1989), in which it cites two "false assumptions" behind the historical "miss-education" of the Indian people: That they could be removed from their culture without harm--and *must* be removed for their own progress; and, that the dominant society could accomplish this goal through education. After over one hundred years (in the Navajo case) of attempted cultural genocide under government policies shaped by such thinking, and supported by a new federal policy of Indian self-determination inaugurated during the Nixon presidency, tribes are now taking more control of their own destinies. In the view of the Carnegie study, in this new era in which tribes are taking more control of their own development, tribal colleges should be the means of tribal empowerment.

The Carnegie report cites evidence that while 60% of white students who enter colleges complete a degree, fewer that 33 1/3% of Indians do (from *American Indians in U.S. Higher Education* by Patrician Porter McNamara, Higher Education Research Institute, Los Angeles, 1984). However, Bobby Wright of the Montana State Center for Native American Studies is quoted to the effect that Indian students from tribal colleges do twice as well as others in transfer programs. And, although many tribally-controlled colleges, including NCC, have not yet developed good student tracking data, what is available from individual colleges is also encouraging in suggesting improved rates of student success beyond the two-year tribal college programs. Thus, Dull Knife Memorial College reports that 50% of their graduates have moved on toward higher degrees, and that 83% were either working or in school; and, Sisseton-Wahpeton College reports that 91% of their graduates are employed or in 4-year colleges.

As the Carnegie report notes, these are small numbers without much national impact; however, the impact on small, sparsely populated reservation communities is great. Graduates of these colleges can advance the tribe, change unemployment statistics in their communities and provide role models for the young--and these graduates tend to stay on the reservation. The tribal colleges also sponsor other programs which are often the main reservation programs in such areas as General Education Development, alcoholism counseling, adult literacy and economic development. . . . . encouraging the successes appear, ... of the environment of tribal colleges is a lack of funding support from the federal government. While Congress authorized funding of $5,820 per full-time equivalent student, the other tribal colleges are actually receiving only $1,900 per student (NCC receives separate funding, the level of which was not specified in the Carnegie study). Ernest C. Boyer comments on this situation in his Foreword:

> . . . . we were struck by the capacity of tribal colleges to cope with resources that are painfully restricted . . . . [to] struggle to operate with day-to-day budget constraints that other higher learning institutions would totally reject (pp. xi-xii).

Physical, Social and Economic Environment: Navajo Community College is the only postsecondary academic institution based on the Navajo Reservation. The Navajo Tribe supports a sister vocational training institution, the Crownpoint Institute of Technology, which is located in Crownpoint, New Mexico. The Reservation encompasses

some 25,000 square miles situated in northeastern Arizona, northwestern New Mexico and southeastern Utah--an area frequently compared in size to the state of West Virginia. It is the largest Indian reservation in the United States, located on the high Colorado Plateau. The topography is distinguished by a diversity ranging from flat, dry barren plains through strikingly beautiful red sandstone canyons and buttes to high mesas and forested mountains. This land traditionally sustained the Navajo as a pastoral and horticultural people, noted for their skills in weaving and silversmithing. While these pursuits continue to contribute to the economy of the Navajo Nation, rapid population growth and sociocultural changes have brought recognition to tribal leaders that diversification and expansion of the economy, supported by development of a skilled labor force, is essential for sustaining the Navajo people into the future.

The Navajo population has been increasing dramatically, and now stands at 165,065 as of July, 1988. Projections for the period 1980-2010 indicate a continuation of this growth, with a projected population of 322,605 (almost double the current population) by the year 2010. The "Summary of 1980 Census Navajo Reservation Data on Selected Subjects" indicates some salient characteristics of the present population: its relative youth (median age of 18.7 years); its relative poverty ($2,414 per capita income in 1980, with 49.7% living below the poverty line); its relatively high rate of unemployment [illegible] had a job for pay [illegible] farming). The latter figure also indicates that the major areas of employment are in the service and public administration sectors of the economy.

Regarding education in the Navajo Nation, there are 349 schools (preschool through high school) on the reservation, with the public schools dominating over Bureau of Indian Affairs schools, private and community controlled schools. There are 16,123 students enrolled in the high schools. There are 2,902 students enrolled in postsecondary classes according to the Navajo Tribal Scholarship Office.

In summary, the Navajo Nation along with other Indian nations is striving to move from a status which has been described as analogous to that of a third world nation, as a "colony" of the United States (*The Navajo Nation: An American Colony*, A report of the United States Commission on Civil Rights, 1975), to a self-directed

nation rooted in its own culture and guided by its own vision. It faces many of the problems confronting other emerging nations--poverty, a relatively unskilled labor force, growing population, and the lack of capital for economic development. Navajo Community College, as its institution of higher learning, provides one instrument for addressing the nation's self perceived needs. Ernest C. Boyer, in his foreword to the Carnegie report on tribal colleges, voices the need to support this movement for Indian self-determination:

> To the extent that we fail to assist Native Americans, *through their own institutions*, to reclaim their past and secure their future, we are compounding the costly errors of the past (p.xiii).

III. PHYSICAL RESOURCES

The physical resources of Navajo Community College are distributed throughout the multi-campus system. The resources of the three major components of the institution will be discussed in turn.

Tsaile Campus

The planning of the Tsaile campus and the design of the buildings reflect the strength and dignity of Navajo culture and heritage, [illegible] life. The facilities and layout of the Tsaile campus are in harmony with traditional Navajo philosophy and education in their design and placement.

Because important Navajo activities are conducted within a circle, the campus reflects this in its circular design. The central campus entrance is marked by the imposing Ned A. [redacted] Cultural Center which faces the rising sun in the east, as does the [redacted], to greet the new day. Originally designed as a center for Navajo cultural studies, the [redacted] now assumes the further roles of housing administrative and business offices, some faculty offices, security, and the computer center. Learning activities take place along the south side of the hogan, so the general and specialized classrooms are on the southern section of the campus. Dormitories are located on the west side of the campus, as they are in traditional hogans, where the fireplace is located and cooking is done. Games and recreation take place in the northern portion of the hogan; therefore, the gymnasium and Student Union Building are on the north side of the

campus circle. The library is located where the medicine bundle would rest in the hogan during the ceremony. In addition to these facilities, a United States Post Office has been established in a mobile structure as has been a Day Care Center. Faculty and staff live in hogan-shaped homes located outside of the campus circle and in a trailer park adjacent to the area. A two-storied structure provides a base for the veterinarian program. A new facility has recently been constructed by the Public Health Service at the College's north entrance, housing the Tsaile Health Center which serves Native American residents of the area.

Thus, the architecture of the campus successfully captures some of the flavor of Navajo culture.

Shiprock Campus

Shiprock Campus is housed in Building 1228 of the Bureau of Indian Affairs' Shiprock Boarding School complex. Constructed in 1953, this complex formerly housed a B.I.A. residential secondary school program but is now utilized by a variety of Bureau and Tribal programs. NCC has the main administration and classroom building which also includes the gymnasium and cafeteria. This is the building in which several current NCC students were enrolled as chidlren in the massive elementary and secondary mandatory education attempt by the United States Government.

Community Campuses

There are five Community Campus Centers strategically located in population and governmental centers of the Navajo Nation. The Centers are located in Chinle, Arizona; Ganado, Arizona; Tuba City, Arizona; Window Rock, Arizona; and Crownpoint, New Mexico. While the College provides office space for these Centers, they generally lack adequate physical facilities and resources. The centers rely on local high schools for usage of facilities and equipment. Centers generally lack sufficient library facilities, although the Tsaile campus library is available for use by Community Campus students and faculty; however, it is not readily accessible. Instructional equipment is usually borrowed from the Tsaile Campus or from the local high school. Funds are not generally available for specialized equipment such as typewriters and computers.

In terms of maintenance of Community Campus facilities, there is no component within the Plant Management Department which deals specifically with the Community Campus operation. Community Campus centers do not employ full-time maintenance personnel or custodians. Tsaile Campus personnel are sent out upon request, depending upon staff availability. The response time will take anywhere from two hours to a week before the work actually begins, contingent upon such factors as personnel scheduling, availability of materials, and travel time. There is no preventive maintenance schedule in place for double wide trailers at Window Rock and Tuba City. It is highly evident that physical resources and services are inadequate for Community Campus operations. More funding and manpower should be allocated for Community Campus maintenance services.

Navajo Community College is growing to meet the demands of its student population, but its facilities present life safety problems that impact and will continue to impact student enrollment.

In the 1990 North Central Association of Colleges and Schools Report, Navajo Community College was given several concerns to address in order to continue accreditation. Among those were the following that directly related to the facilities:

NCA (1) Concern: The Shiprock and Tsaile Campuses exits from institutional and other facilities were [illegible] blocked, locked or boarded or in other ways rendered useless as exits creating severe safety hazards to both students and employees of the College.

NCC (1) Response: Some door locks were corrected; however, structural deficiencies still play havoc with some of the progress made to date, leaving the institution to think of major construction to correct the flaws at this point.

NCA (2) Concern: The Shiprock and Tsaile Campuses are not in compliance with standards for the handicapped.

NCC (2) Response: Lack of necessary funding prohibits these modifications.

NCA (3) The facilities at the campuses suffer from several

Concern: years of reduced maintenance and lack of replacement.

NCC (3) Response: Facility repair and maintenance problems are being inadequately addressed through Capital Improvement Project grants from the Navajo Nation, and an impending grant from the MacArthur Foundation. However, these resources fall seriously short of the necessary amounts to provide not only an expanded and improved campus system, but most importantly, a physical system that ensures the life safety of every College community member.

IV. EDUCATIONAL ACCOMPLISHMENTS AND ENROLLMENT TRENDS

Navajo Community College has much to its credit as the institution of higher learning for the Navajo Nation. In the last two years alone we have seen deliberate, expanded growth and development throughout the entire College system.

At the heart of all of our accomplishments is Sa'ah Naaghai Bik'eh Hozhoon, our education philosophy, which guides and directs our growth. The philosophy speaks to ethical and balanced living in an ever growing complex society.

Looking over the last two years or so and then looking forward to those ahead, we ask ourselves, "Who do we want to become? What will be the way of life for which our College will be known?" We are answering those questions through our work.

Since 1991 we have:

1. Conducted extensive research into our Dine living system in Navajo headed by Navajo scholars, both traditional and conventional. The historic work resulted in the publication of a Guide to Curriculum Pedagogy Development for our faculty, as well as the development and implementation of 2 three credit hour courses in the Dine Education Philosophy. We will continue to guide the transformation of our curricula and our pedagogy through the work of the Dine Education Philosophy office which was established two and one-half years ago. The research was

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applauded by the U.S. Department of Education as the number one curriculum project in higher learning in America.

External Funding: $225,000 U.S. Department of Education
Arthur Vining Davis
Foundation

2. Certified the first teachers in America in an indigenous language. There is now a Navajo Language endorsement on the New Mexico state teacher certificate. This Oprogram is expanding. Another note: Currently there are over 470 students enrolled at Navajo Community College in Navajo language. We are now accredited to offer Navajo language at the 300 and 400 level.

3. Our Teacher Education Program and the Ford Foundation Project are working to develop an elementary teacher education program that is within our Dine way of teaching and learning. It will be a state and regional accredited program as well.

4. Expanded our Learning Center in Shiprock and Tsaile through JTPA, NTEP, Special Services and other grants. Developmental Studies, College Preparation, GED and ABE services are meeting the needs of our local constituencies.

[illegible] Funding:

Tsaile $187,170

5. Expanded the mathematics and science programs at Shiprock Navajo Community College to include research and development in the areas of Environmental Waste Management (new degree program), NSF scholars program, community research and more:

NSF:	$550,000	Dept. of Energy:	$300,000 plus
MISIP:	$28,000		$500,000 for lab
MBRS	$510,000	AIDS Education:	$ 45,000
		Diabetic Project:	$ 34,000

6. Offered Continuing Education services to a broad base of people each semester. Our program helps people upgrade existing credentials, as well as enrich their daily lives with cross-cultural orientations and facilitated experiences.

7. Signed a Memorandum Of Understanding with Lawrence Livermore National Laboratories and have an LLNL field office and officer on the Shiprock campus. State of the art technical assistance and collaboration is offered us through this M.O.U. It was the first such agreement with LLNL and a Tribal College.

8. Increased our assistance to students through innovative counseling and advisement programs, and close financial aid guidance. Our recruitment efforts are very successful as indexed by our steady growth in enrollment and retention (See Figures A-F in appendix).

9. Laid the ground work for Telecommunications Networking so that in the years ahead we will be able to down and uplink locally, regionally, nationally and internationally.

10. **Acquired land sites in five community locations: Window Rock, Chinle, Ganado, Tuba City and Crownpoint. We are working with Senator Bill Richardson to gain his support for a new facility for the Shiprock Campus. Community Campus continues to grow each semester. More people are beginning to realize they can take classes right near their own back doors. We try to accommodate these students with our limited ...**

11. Computerized our fund accounting system and we continue to improve it. Our system now operates with 90% accuracy.

    External Funding: $1.255,600 Title III

12. Signed a Memorandum of Understanding with the University of Michigan School of Business to collaborate on cross-cultural management and leadership programs, internships and faculty exchange/development, a center for economic development will be established at NCC with U of M as a model for other tribal peoples, Eastern bloc societies and all peoples in the process of democratization globally.

These are only highlights of who we are at Navajo Community College. They are actually highlights of who we are becoming as a strong and scholarly institution that meets the needs of our entire

constituency through the expansion and enrichment of all of our programs in culturally relevant and academically rigorous ways.

We are continuing to seek and secure funding for physical plant and operations so that our education environment is at minimum safe, and an optimum on a par with the finest education environments in America. With your support we will move into the next century with dignity and distinction as the Institution of Higher Learning for the Dine.

V. CONSTRUCTION AND RENOVATION NEEDS

Organization of Report on Construction and Renovation Needs

The primary basis of this testimony is a report presented to Secretary of the Interior Manual Lujan and the Appropriate Committees of the U.S. Congress in March, 1991, entititled "Inventory of Repairs, Alterations and Renovation to Facilities to Meet Health and Safety Standards," submitted in compliance with Public Law 101-477 Section 2. This inventory is supplemented by a current update which includes a summary and documentation regarding capital construction and renovation projects carried out since 1990 as well as those projects still remaining to be done.

[illegible] report will demonstrate the [illegible] the College to identify and document construction and renovation needs, to seek funding from diverse sources in order to address those needs, to make such repairs and renovations as are feasible within the constraints of our limited fiscal resources, and to continue to seek federal and tribal funding to address those major construction and renovation costs which are beyond our means.

Review of the March, 1991 Report to Secretary Lujan

The three engineering reports which formed the basis for the March, 1991 report to Secretary Lujan are the following, which will be briefly reviewed. The complete March, 1991 report is being resubmitted as supplementary material.

1. Preliminary Report: Facilities and Audit for Navajo Community College, by Dean/Krueger and Associates, Inc. of

Albuquerque, New Mexico and Neal Casey Associates of Stanford, California, July, 1991

2. Bureau of Indian Affairs Building 1228 Inspection, September 7, 1990

3. Navajo Community College Facilities Assessment at Tsaile Arizona and Shiprock, New Mexico, by Lawrence Livermore National Laboratory, March 8, 1991

Preliminary Report: Facilities and Audit for Navajo Community College, by Dean/Krueger and Associates and Neal Casey Associates

Tsaile Campus:

The Dean/Krueger and Associates, Inc. report of October 12, 1990 identified and prioritized 24 life and safety emergencies and structural problems, with estimated repair costs of $951,000. Our update shows 14 problems remain to be addressed, with cost estimates totaling $1,371,300. This is an actual cost increase due to increases in cost estimates and to changes in the scope of some of the jobs. Of particular concern, as substantiated also by the Lawrence Livermore National Laboratory facilities assessment conducted in February, 1991, is the Tsaile Cafeteria which is "in a state of [illegible] ... settling has resulted in the [illegible]" where, under the right (or perhaps I should say the wrong) conditions the heavy, beamed roof could collapse. This is a situation which potentially threatens the lives of students and College employees.

The fire alarm systems at Tsaile are "outdated and largely non-functional." This, taken together with building ventilation and fire escape design problems for the Hatathli Center which houses administrative offices, classrooms, and other programs, poses a serious life hazard to employees and students of the College. Automatic sprinkler systems also need to be installed throughout major campus buildings. Additionally, the road system does not provide proper access for the fire fighting vehicles to many of the campus facilities, especially under poor weather conditions.

Campus drainage problems have contributed to the shifting and settling of buildings causing cracks in concrete structures, pipes

breaking, and breakage threats to the LPG distribution lines as these enter rigid building walls. The LLL report states that "the LPG System has high potential for an accident." A phased redesign of the underground electricity distribution system is recommended based upon its age and its unknown condition. Since asbestos containing materials may have been involved in the facilities construction, an asbestos inspection program should also be implemented.

The existing maintenance workforce is unable to keep the campus facilities maintained, given the available resources. The bottom line is that adequate funding is needed to maintain campus facilities at an acceptable level.

Shiprock Campus

The findings of the facility audit of Shiprock Campus by Dean/Krueger and Associates, Inc. are generally congruent with those of the B.I.A. Building 1228 Inspection Report (which follows below), differing primarily in the judgment that the building is "worth saving" and "worth renovating" at an estimated cost of $4 - $6 million, which would then make it usable for 15-20 years.

Navajo Community College Facilities Assessment at Tsaile Arizona and Shiprock, New Mexico, by Lawrence Livermore National

The following paragraphs are taken from the Executive Summary is the Lawrence Livermore National Lab final report:

> During the week of February 11, 1991, an assessment of the NCC facilities, utilities infrastructure and various buildings, was conducted for both the Tsaile, Arizona and the Shiprock, New Mexico campuses. This assessment was carried out under the terms of a Memorandum of Agreement between LLNL and NCC to provide technical assistance to NCC. The assessment was directed towards Life Safety concerns and overall facility conditions, including civil/structural, electrical, fire safety, and maintenance and operations.
>
> This was not an exhaustive, in-depth review of the two campuses. The team of four people spent approximately 3 days at Tsaile, and 1 1/2 days at Shiprock. The assessment

consisted of visual inspections, interviews of NCC personnel, and reviews of documentation. Very few engineering drawings and no engineering specifications were available for review. In many cases, our recommendation was for a detailed follow-up engineering evaluation to be made of a given observation. It should be noted that significant additional facility deficiencies may be present and the Shiprock and Tsaile campuses that are not documented in this report.

The civil infrastructure at Tsaile was found to be substandard. Surface drainage is not adequate to handle rainfall and snowmelt, and is likely contributing to slab and wall cracking damage at most of the Tsaile buildings. Of particular concern is the Tsaile Cafeteria which is in a state of structural distress and need of stabilization. The LPG tank farm has unrestricted access, a public roadway through the center, and no spill alarm, containment berms, or fire suppression systems. Cracking of rigid gas pipe connections to the settling buildings is a significant concern, and the faint odor of LPG was noted in the equipment room of the Cultural Center. The unpaved road system is generally inadequate for campus needs, does not provide adequate fire fighting vehicle access to some buildings, and may be impassable in poor weather conditions.

The fire alarm systems at Tsaile are outdated and largely non-[illegible] sprinklers need to be installed in most of the main buildings. The sprinkler in the seven story Cultural Center does not extend above the fourth floor, and was out of service in the lower floors due to a pipe failure. Many HVAC, utility and building equipment systems were found to be in a state of disrepair due to inadequate maintenance. Maintenance personnel were not adequately trained to carry out their responsibilities. The high voltage distribution system has poor fault current protection, is not well documented, and does not receive routine maintenance. Numerous electrical shock hazard and code violations were found.

At the Shiprock campus there were no signs of civil infrastructure or building structural problems. The roof systems were reported to have many leaks, and appeared to beyond the point of economical repair and should be replaced. There were many utility, HVAC, and building systems in disrepair. The buildings generally comply with the

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requirements of the fire protection Life Safety Code, however, automatic sprinkler protection is recommended. Routine electrical maintenance was not being performed, and the assignment of responsibilities between NCC and the BIA could not be determined. Numerous electrical shock hazard and code violations were found.

Based upon our evaluation, we have identified two key findings common to both the Tsaile and Shiprock Campuses, and unless corrected, threaten safe and continued operations at these facilities. These key findings are as follows:

1. Inadequate resources applied to facility maintenance and operations. This manifested itself through inadequate size and training of facility maintenance and operations staff, deteriorating facilities, incomplete records and documentation, and lack of facilities master planning, management or preventative maintenance programs.

2. Lack of Environment, Safety and Health (ES&H) and quality assurance programs. These programs are needed to oversee, guide, and assure that the facilities are operated in a safe and environmentally sound manner. For example, fire protection is inadequate, there were [illegible] violations [illegible] and sewer discharges are not controlled.

Bureau of Indian Affairs Building 1228 Inspection

The Bureau of Indian Affairs Building 1228 Inspection report, which is also contained in the 1991 report to the Secretary of the Interior, documents urgent concerns about the Shiprock Campus facility. This is a BIA owned building, considered as excess to Bureau needs and occupied by Shiprock Campus since 1982. While the basic structure is sound, insulation, window and lighting designs are below Federal Energy Standards; water piping is beyond economical repair; the fire alarm system is inadequate, and fire control structures are also inadequate or lacking; the electrical system includes obsolete, unrepairable and hazadrous elements; floor tile and roofing materials contain asbestos, and the deteriorating condition of the floor tiles present ongoing health hazards to building occupants; and, the facility does not provide adequate access to the handicapped. The

B.I.A. report concludes simply that "Building 1228 is worn out." It does not comply with Federal codes. The cost of upgrading it to meet current building standards will probably exceed 50% of replacement costs. Estimated costs of correcting the identified deficiencies: $4,230,015.

Update on the 1991 Lujan Report to Secretary Lujan

The following documents are included in the present report as part of our update on the Lujan report. These will be briefly discussed in turn:

1. Facilities Assessment and Audit, Navajo Community College (Final Report), by Dean/Krueger and Associates, Inc., July, 1991

2(a) Indian Affiliates, Inc.,Evaluation of the Mechanical Systems in the Cultural Center Building, Navajo Community College Campus, Tsaile, Arizona, May 1991

2(b) Indian Affiliates, Inc., Structural Investigation of Campus Cafeteria Building at Navajo Community College, Tsaile, Arizona, May, 1991

3. An Academic Facilities Needs Report for the Navajo C[illegible]
Fernandez Design Consultants, Santa Fe, New Mexico

4. Construction and Renovation Status Report, Navajo Community College, July 26, 1993

Facilities Assessment and Audit, Navajo Community College, by Dean/Krueger and Associates, Inc., July, 1991.

In summary, the Dean/Krueger facilities report lists many of the same problems and life/safety concerns of other reports, i.e.: Lawrence Livermore, B.I.A., Indian Affiliates, Inc. and Manuel Fernandez, AIA, and can be condensed as follows:

Tsaile Campus

1. Poor site drainage- The pooling of water around the buildings has caused buildings to settle; and roads and sidewalks to crack, split and slide.

2. Fire Alarm Systems - All the buildings (18) need alarm systems installed. In the buildings that do have alarm systems, the systems are not operable due to age, vandalism and availability of replacement parts.

3. Fire Sprinkler System - The only building partially protected by a sprinkler system is the Ned Hatathli Center. Because the system is gravity fed from a water supply tank one mile from the building, the system pressure fluctuates from 85 to 25 pounds. Additional sprinkler protection needs to be provided and a fire pressure pump installed.

4. Building Structures - Due to the buildings settling, structural damage has occurred in every building. This damage is in the form of wall cracks (some in excess of 2" wide), floor cracks and shifts and ceiling support beams being pulled from their fundation piers. The most critical building is the Cafeteria (see Indian Affiliates, Inc. report).

5. ADA Requirements - None of the facilities used by NCC fully meet the requirements specifically, i.e., access ramps, automatic door openers and bath...

6. LPG Distribution - The liquid gas distribution system is an extreme life/safety concern. The storage tanks are exposed with no alarms, diking or suppression systems. The only shut offs to the system are at the tanks themselves.

Shiprock Campus

1. Asbestos abatement - As listed in each report, the presence of asbestos is evident in the roof, floor coverings, wall insulation and pipe insulation. If the College is to continue use of this building, steps must be taken to correct this problem.

2. ADA Requirement - This facility is not in compliance with the requirements regarding automatic door openers and bathroom accessibility.

3. Electrical Distribution - Much of the building wire, switchgear and transformers are old, worn out and obsolete; and need to be replaced.

Community Campus

1. All of the five sites, with the exception of one, are housed in residential trailers or mobile homes. These structures are not designed for classroom/office buildings and are inherently unsafe for classroom use. They need to be replaced with modular buildings.

In conclusion, the facilities at Navajo Community College have deteriorated to a point where in some instances the lives of the students, faculty and staff are in jeopardy.

Indian Affiliates, Inc. Report Summary

In summary, the Indian Affiliates, Inc. report describes the structural facilities in the Tsaile Campus cafeteria and life/safety concerns and needed repairs to the Ned A. Hatathli Cultural Center (NHC).

Cafeteria: The building floor and perimeter piers have settled due to poor site drainage. These piers support the roof glu lam beams and by settling have [illegible] their building center supports. This is extremely serious as partial or total roof collapse could occur at anytime. Emergency steps were taken to stop the settling but adequate funds were not available to repair the structural damage.

Ned A. Hatathli Cultural Center: The report lists several projects that need to be addressed soon and each of the projects are interconnected. Our first priority would be to increase the fire sprinkler protection to the sixth and seventh floors; and second, would be to install a fire sprinkler pump to provide sufficient water pressure and volume. The remaining minor repair projects are needed but in level of importance the fire protection system is first.

An Academic Facilities Needs Report for the Navajo Community College Extension Facilities, by Fernandez Design Consultants

Fernandez Design Consultants of Santa Fe, New Mexico has developed archictural concepts and standards for proposed Navajo Community College Extension Facilities planned for six outreach locations on the Navajo Reservation. Five of these outreach locations, at Crownpoint in New Mexico and at Window Rock, Ganado, Chinle and Tuba City in Arizona, are currently serviced by temporary trailer facilites. As was documented in the July 1991 Facilities and Audit by Dean/Krueger Associates and Neal Casey Associates, these provide only limited office space for the staff of three or four persons at each site, and (in some cases) a single classroom. Since these sites are high growth areas in terms of student enrollment and graduation, the trailer sites are clearly inadequate to meet either existing or projected future needs. The sixth proposed site at Kayenta, Arizona currently lacks any facilities.

A prototype facility which could be replicated at each of the NCC Community Campus Program (extension) delivery sites has been designed by Fernandez Design Consultants. Phase 1 construction will provide 18,000 square feet of building at an estimated cost of $1,584,000. This will provide an Administration/Student Center and Library building, and a Classroom building containing 9 classrooms. Phase 2 construction will provide for conversion of the Phase 1 Library Facility into 4 specialized classrooms and for the construction of a New Library Facility and Lecture Hall as well as of a Gymnasium. Total estimated construction cost of Phase 2 is $1,992,000.

Construction and Renovation Status Report, July 26, 1993

The Construction and Renovation Status Report of July 26, 1993, which is contained in the following pages, consists of several parts:

a. Completed Life Safety Projects: A report on life safety renovation projects that were prioritized in the March, 1991 report to Secretary Lujan and which have since been completed.

b. Navajo Community College Capitol Improvement Projects 1990 to 1993: Additional detail is provided regarding the renovation projects which have been completed since 1990, including the sources of funding for these projects. Total renovation costs for this period have been $1,370,709.

c. Proposed Summer Renovation Projects 1993: A list of renovation and repair projects totaling $134,000 which are currently underway

d. Renovation and Construction Projects for FY 93/94, FY 94/95 and FY 95/96: Projects totaling $635,000 which address emergency life safety issues and which have been priortized as requiring urgent attention. Efforts are being made to identify funds to address these concerns over the next three fiscal years.

e. Long Range Capital Renovation Projects, a list of needed renovations including, but not limited, to the emergency life safety issues referred to in the preceding section. These renovation needs are grouped into three projected phases, with estimated costs totaling $2,815,000.

f. Capital Construction Projects, a list of projects requiring new construction. The total estimated cost is $41,221,000. This list includes all of the needed new construction as identified in previous reports or in earlier sections of the present report, including new buildings at the Tsaile Campus, major renovation of the Shiprock Campus Building 1228, and construction of six new facilities for the program sites at Crownpoint, Window Rock, Ganado, Chinle, Tuba City and

Navajo Community College Request to the Senate Select Committee on Indian Affairs

Navajo Community College respectfully requests a construction grant appropriation of $2 million for fiscal years 1993, 1994, 1995 and 1996 under P.L. 102-325 (Section 403) passed 23 July 1993.

This Act amended Section 5 of the Navajo Community College Act of 1978 to read as follows:

> Sec. 5. (a)(1) For the purpose of making construction grants under this Act, there are authorized to be appropriated $2,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.

In closing, Navajo Community College requests that Congress appropriate the maximum funding authorized in the Act (P.L. 92-198). Maximum funding will provide Navajo Community College with the necessary funding to expand its services and facilities to support its two year and four year exemplary programs.

Completed Life Safety Projects: 26 July 1993.

Projects that have been completed in the Manual Lujan Renovation request of March 8, 1991 are as follows:

Dean Kruger Report of October 12, 1990
Tsaile Campus

1.	Complete 1991	Navajo Nation CIP
2.	Complete 1991	Operational Funds
3.	Complete 1991	Operational Funds
4.	Complete 1992	Navajo Nation CIP
5.	Complete 1992	Navajo Nation CIP
8.	Complete 1992	Operational Funds
11.	Complete 1991	Operational Funds
18.	Complete 1990	Navajo Nation CIP
19.	Complete 1990	Navajo Nation CIP
21.	Complete 1990	Operational Funds
24. a, b, c	Complete 1990	Az. Energy Grant

BIA Inspection of September 25, 1990
Shiprock Campus

A-1	Complete 1990	Operational Funds
A-2	Complete 1990	Operational Funds
A-4	Complete 1990	
A-5	Complete 1990-93	Operational Funds
B-4	Completion of Kitchen Hood Suppression and Steam Boiler Treatment in 1991	GSA-DQ Funds
B-5	Complete Emergency Eye Wash 1990	Operational Funds

All other projects in the reports need to be funded.

Changes to the projects in the Dean Krueger Report:

7. The frozen pipes were repaired and the system was operational. The request has been changed to $175,000 to install a Fire Pump and complete the Sprinkler protection on the 6th and 7th floors.

15. This project has been changed to remove the parapet walls at a cost of $175,000. The funds for scupper heat tapes would just bandaid the problem, not prevent it.

23. The scope of work has been enlarged to include replacing the direct burial cable with cable in conduit, replacing the distribution boxes and providing a disconnectable device at each building at a cost of $400,000.

24. d The scope of the Faculty Housing roof replacement has been revised. The present scope of work requires the existing roofs to be removed, the roof framing rebuilt to allow R-22 insulation to be added, sheeted and covered with new shingles at a cost of $192,000.

22. The need for a standby power system has been eliminated by the improved electrical service from Navajo Tribal Utility Authority.

NAVAJO COMMUNITY COLLEGE

Summary of Capitol Improvement Projects at Navajo Community College for 1990 to 1993.

PROJECT	AMOUNT
Capitol Improvement Project 1990	$750,000.00
Capitol Improvement Project 1991	358,392.00
GSA/DQ 1991	129,155.00
MacCarthur Foundation	50,000.00
Tribal Supplemental Funds	68,100.00
TOTAL	$1,355,607.00

NAVAJO COMMUNITY COLLEGE

Capital Improvement Projects - 1990

The money was provided by the Navajo Nation for Capitol Improvement and Renovation.

PROJECT	AMOUNT
New Dorm Roofs	$357,194.00
Dorm Furnishings	72,134.00
Chemistry Hood in GCB	14,370.00
Campus Lighting	31,390.00
Shiprock Campus Renovation (Lighting/Remodel)	44,281.00
NHC Renovation (HVAC Repair)	11,271.00
NHC Design (Concrete Repair)	198,360.00
Hogan Housing Repair (March w/State) (Windows)	21,000.00
TOTAL	$750,000.00

NAVAJO COMMUNITY COLLEGE

Capital Improvement Projects - 1991/1992

The money was provided by the Navajo Nation for Capitol Improvement and Renovation.

PROJECT	AMOUNT
Hogan Housing (replace the fireplaces)	$55,815.00
Campus Fencing	60,577.00
Replace Boiler Gas Trains	60,000.00
Paint Campus buildings	12,000.00
Improve Computer Room Power Service	45,000.00
Install Elevator NHC	125,000.00
TOTAL	$358,392.00

NAVAJO COMMUNITY COLLEGE

Capital Improvement Projects - 1992

The money for the Projects was provided by DQ-GSA (Federal Appropriations) for Renovation at the Shiprock Campus

PROJECT	AMOUNT
Emergency Fire Alarm System	$ 64,155.00
Handicap Access Ramps	26,500.00
Boiler Water Treatment System	3,000.00
Electrical Distribution Upgrade	25,500.00
Classroom Divider Panels	10,000.00
TOTAL	$129,155.00

NAVAJO COMMUNITY COLLEGE

Capital Improvement Projects - 1992

The funding for the Projects was provided by the MacCarthur Foundation for renovation and repair at the Shiprock, Tsaile and Community Campuses.

PROJECT	AMOUNT
Shiprock Campus	$40,000.00
Life/Safety Equipment (i.e. First Aid Kits and Fire Extinguishers)	
Electrical and Plumbing Renovation in the Cafeteria	
Tsaile Campus	5,000.00
Life/Safety Equipment (i.e. First Aid Kits [illegible])	
Community Campus	5,000.00
Life/Safety Equipment (i.e. First Aid Kits and Fire Extinguishers)	
TOTAL	$50,000.00

NAVAJO COMMUNITY COLLEGE

Capital Improvement Projects - 1993

The funding for the Projects was provided by the Navajo Nation as Supplemental Funding.

PROJECT	AMOUNT
Maintenance Training Material	$ 2,400.00
New Dormitory Exhaust Fans	5,800.00
Replacement Pneumatic Controls NHC	6,000.00
Exit Hardware for the Dorms and GCB	6,000.00
Handicap Drinking Fountains - Dorms	5,000.00
Boiler Gas Train Spare Parts	4,700.00
Purchase Heavy Equipment (Bobcat and Attachments)	34,800.00
Doors for Hogan Housing	13,400.00
TOTAL	$68,100.00

NAVAJO COMMUNITY COLLEGE
Renovation Projects -1990/1993

Tsaile Campus 1990	CIP Navajo Nation
1. Replace roofs on Dorm, SUB, C.C., GCB, Library, Gym	$ 357,194.00
2. Furnishings - Dorms	72,134.00
3. New chemical hood - GCB	14,370.00
4. Additional campus lighting	31,390.00
5. Shiprock classroom renovation	44,281.00
6. NHC heating/ventilation upgrade	11,271.00
7. NHC concrete repair	198,360.00
8. Staff housing match - renovation	21,000.00
Total:	$750,000.00

Tsaile Campus 1990	AZ Energy Grant-Housing
1. Install new thermo-windows in 50 Hogan houses	$20,000.00

Tsaile Campus 1991	CIP - Navajo Nation
1. Shiprock classroom renovation	$ 5,483.00
2. NHC install new elevator	92,312.00
3. NHC UPS Power System - Computer Room	71,449.00
4. NHC Elevator Electrical	11,790.00
Total:	$181,034.00

Shiprock Campus - 1991	GSA/BIA
1. Handicap ramps	$ 16,626.00
2. Electrical upgrade	29,924.00
3. Fire alarm system	64,155.00
4. Boiler water treatment	8,500.00
5. Classroom divider panels	9,950.00
Total:	$129,155

MaCarthur Foundation - 1989/90/91	$150,000.00

Tsaile Campus - 1992	CIP Navajo Nation
1. Air-tight wood stoves - Housing	$ 55,815.50
2. Campus fencing	60,577.00
3. Campus painting	14,327.50
4. Transportation Department fencing	9,800.00
Total:	$140,520.0

GRAND TOTAL: $1,370,709.00

NAVAJO COMMUNITY COLLEGE

Proposed Summer Renovation Projects 1993

	PROJECT	AMOUNT
1.	Install panic hardware on doors - Dorm & GCB	Maintenance
2.	Install fans on wood stoves - Hogan Housing	Maintenance
3.	Install bathroom exhaust fans - Dorms	Maintenance
4.	Purchase and install fire extinguishers and smoke detectors - Community Campus	$3,000.00
5.	Install fencing at Ganado Center	7,396.00
6.	Install rain gutter - Library	1,500.00
7.	Install roof access - Library	800.00
8.	Stucco work on concrete - Tsaile	25,000.00
9.	Overhead door repair - Transportation	8,000.00
10.	Radio communications - Maintenance Dept.	5,000.00
11.	Enlarge parking lots - Tsaile	8,000.00
12.	Bathroom, lighting, door upgrade - Shiprock	10,000.00
13.	Landscapting - Tsaile	10,000.00
14.	Electrical repair - Tsaile Trailer Court	5,000.00
15.	Stairway carpet & stucco work - 3/4 Floor NHC	15,000.00
16.	Lighting conservation - Library	16,800.00
17	Electrical distribution upgrade - Gymnasium	9,805.00
19.	Install janitor closet doors - Dorms	3,000.00
20.	Campus painting, interior & exterior campus & housing	Maintenance
21.	Cafeteria plumbing repairs	Maintenance
22.	Stable renovations	Maintenance
23.	Sidewalk improvement (housing to Elementary School & campus to Trailer Court)	Maintenance
24.	Fire department equipment	Maintenance
25.	Fill pot holes in roads (housing, campus and parking lots)	Maintenance
26.	Chalkboard replacement/floor letter boards	Maintenance
	TOTALS:	$134,000.00

NAVAJO COMMUNITY COLLEGE

Proposed Renovation & Construction Projects

	PROJECT	AMOUNT
	FY 1993/94	
1.	Repair roof suport - Cafeteria	$138,000.00
2.	Modular classroom - Chinle Campus	30,000.00
3.	Repair handicap ramps - Tsaile Campus	25,000.00
4.	Cover asbestos flooring - Shiprock Campus	20,000.00
	Total:	$213,000.00
	FY 1994/95	
1.	Install fire alarm in student dorms - Tsaile	$ 175,000.00
2.	Install handicap door openers - Tsaile	20,000.00
3.	Install handicap door openers - Shiprock	8,000.00
	Total:	$203,000.00
	FY 1995-96	
1.	Upgrade fire sprinkler protection - NHC, Tsaile	$175,000.00
[illegible]	[illegible]	[illegible]
3.	Upgrade emergency lighting - NHC, Tsaile	30,000.00
	Total:	$219,000.00
	GRAND TOTAL:	**$635,000.00**

NAVAJO COMMUNITY COLLEGE
CAPITAL CONSTRUCTION PROJECTS
(July 1933)

PROJECT	ESTIMATED COST
Community Campuses	
Crownpoint Campus	3,576,000
Window Rock Campus	3,576,000
Ganado Campus	3,576,000
Chinle Campus	3,576,000
Tuba City Campus	3,576,000
Kayenta	3,576,000
Shiprock Campus	
Shiprock Renovation	5,000,000
Dormitory, 22,000 sq. ft.	2,200,000
Tsaile Campus	
Dormitory, Students w/children, 44,000 sq. ft.	$4,114,000
[illegible] sq. ft.	[illegible]
Day Care Center, 4,000 sq. ft.	500,000
Faculty Office Building, 7,000 sq. ft.	700,000
Maintenance Building, 7,500 sq. ft.	750,000
Fire Station & Security Building, 8,125 sq. ft.	475,000
Faculty Housing, 10 units	1,200,000
GRAND TOTAL:	$41,221,000

NAVAJO COMMUNITY COLLEGE

Capital Renovation Projects

Long-Range

(July 1993)

PROJECTS:	PHASE I	PHASE II	PHASE III
Cafeteria structural repair-Tsaile	138,000		
Dormitory fire alarm system-Tsaile		175,000	
Upgrade fire sprinkler system-NHC, Tsaile			175,000
ADA Compliance - All campus facilities	25,000	75,000	75,000
Emergency lighting & exit sign upgrade All facilities	25,000	25,000	25,000
Stair replacement - NHC, Tsaile	40,000		
Roof Replacement - Hogan Housing, Tsaile			192,000
Site grading - Tsaile Campus		50,000	
Sidewalk replacement - Tsaile Campus		75,000	75,000
Lighting conservation - Tsaile Campus	40,000	40,000	40,000
Lighting conservation - Shiprock Campus	20,000	20,000	20,000
Cafeteria/Dormitory Reroofing - Tsaile			75,000
Parking lot resurface - Tsaile Campus		50,000	
Street resurface - Tsaile Campus			200,000
Replace underground electrical system Tsaile Campus		400,000	
HVAC System upgrade - NHC, Tsaile	30,000		
[illegible]	[illegible]	[illegible]	[illegible]
Tsaile Campus			
Centrex phone change-over - All campuses			25,000
Gymnasium renovation - Tsaile Campus	165,000		
Parapet wall removal - Tsaile Campus			
Modular classroom - Chinle Campus	30,000		
	$563,000	$980,000	$1,272,000

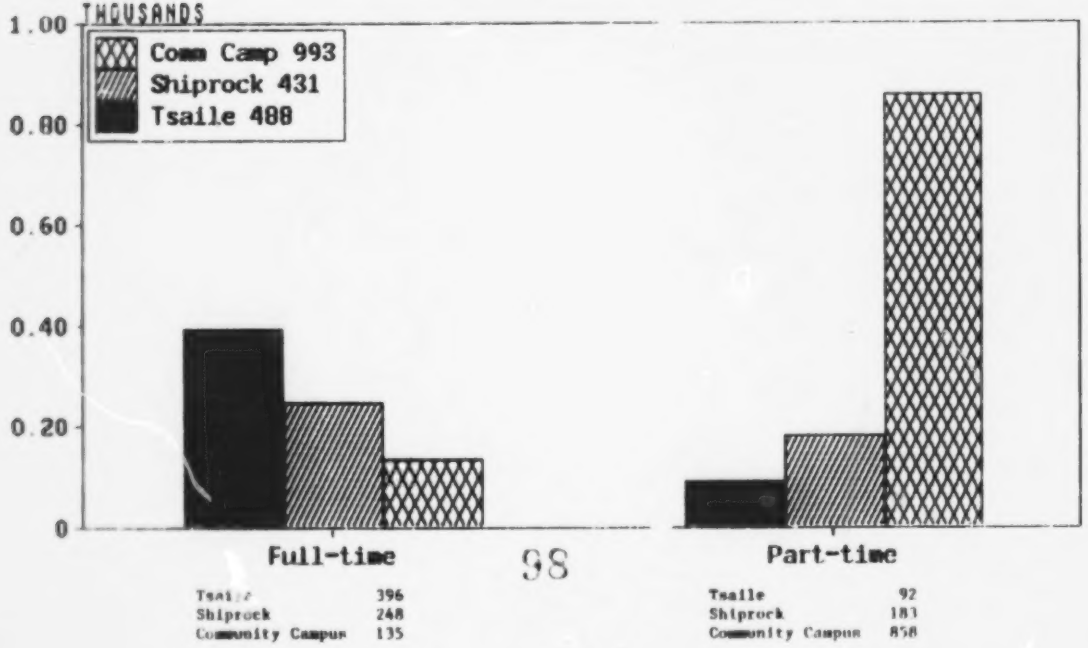
GRAND TOTAL: $2,815,000

72-858 O - 94 - 4

FIGURE A

Enrollment Status Overall

spring 1993



Full-time	
Tsaile	396
Shiprock	248
Community Campus	135

Part-time	
Tsaile	92
Shiprock	183
Community Campus	858

FIGURE B

Total Headcount Enrollment

Academic Years 1987 - 1992

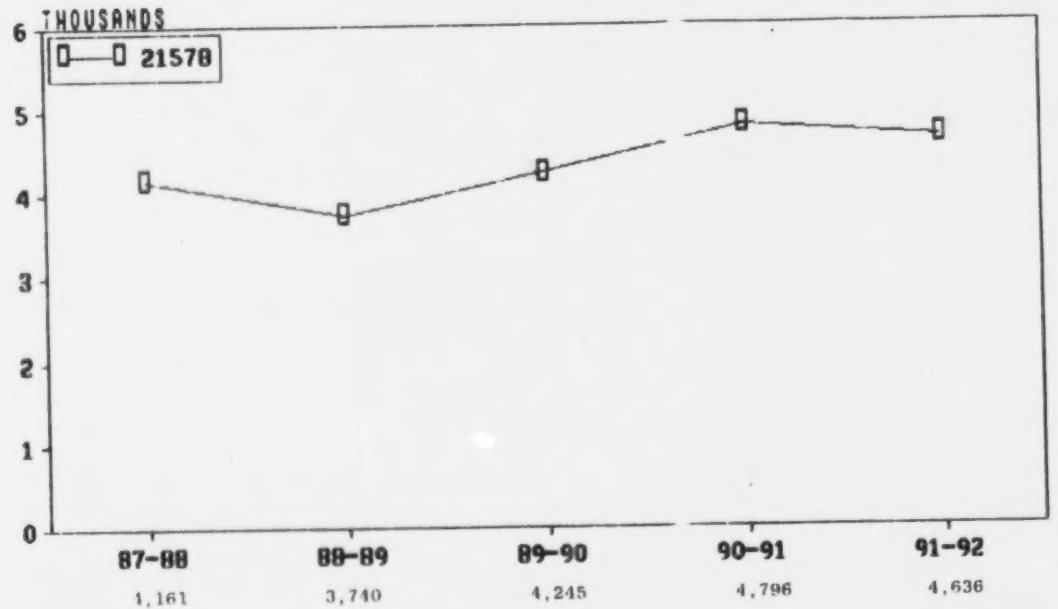


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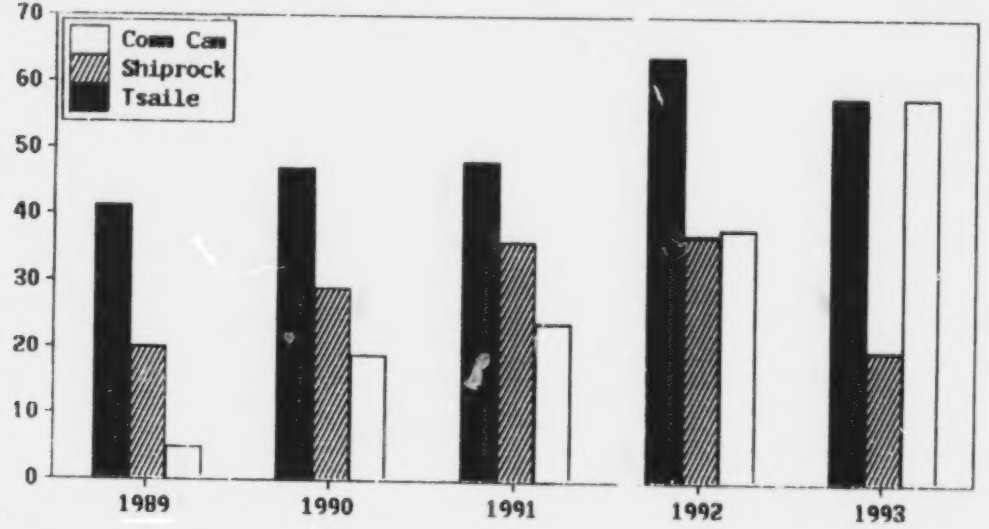
FIGURE C

Comparison of NCC Graduates by Campus

spring 1989 to 1993



	1989	1990	1991	1992	1993
Tsaile	41	47	48	64	58
Shiprock	20	29	36	37	20
Community Campus	5	19	24	38	58

FIGURE D

Total Number of Graduates

spring 1989 to 1993

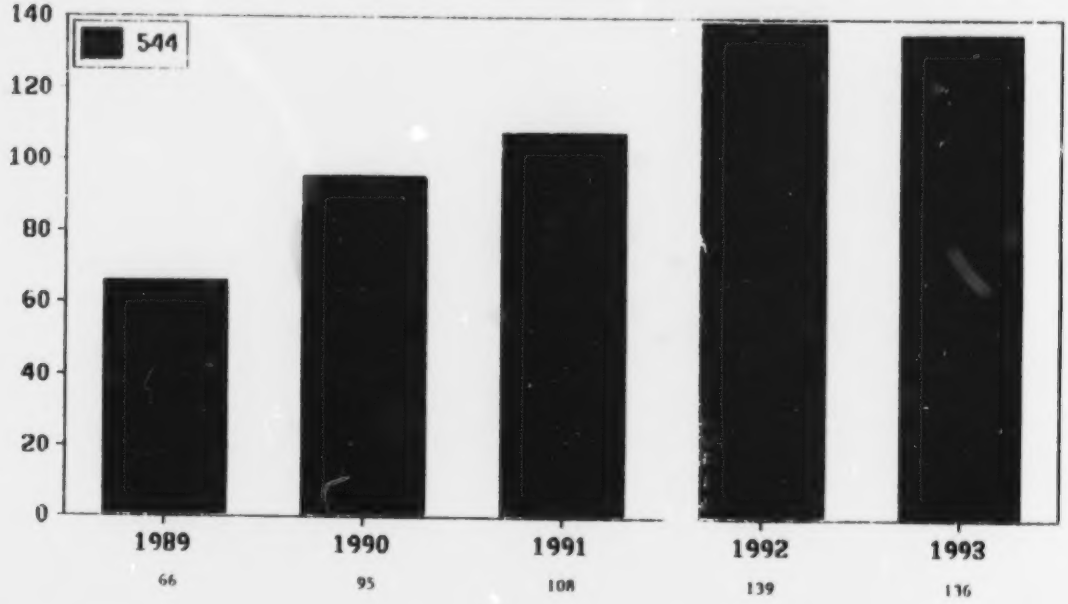
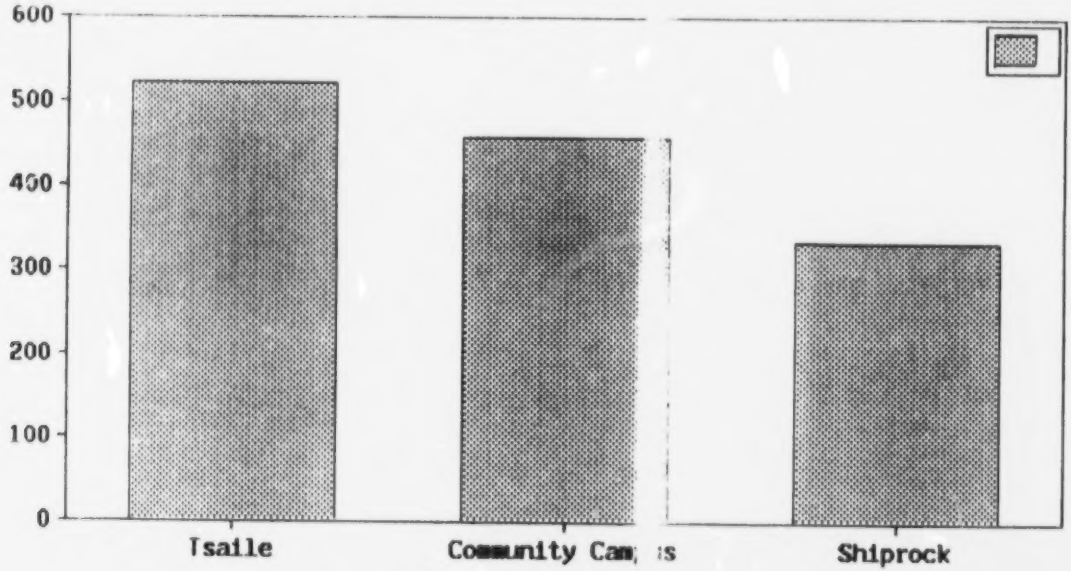


FIGURE E

Full Time Equivalent

Academic Year 1992 - 1993



SPR 93 + FA 92 / 6200 + 6319 / 12 + 12 = 522

SPR 93 + FA 92 / 5897 + 5093 / 12 + 12 = 458

SPR 93 + FA 92 / 4231 + 3796 / 12 + 12 = 334

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FIGURE F

NAVAJO COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

SPRING 1993

166 Total Number of Degrees Awarded to 136 Graduates.

58 Graduates - Tsaile with 76 degrees, certificates

59 Graduates - Community Campus with 67 degrees, certificates

20 Graduates - Shiprock with 23 degrees, certificates

Majors Degree Awarded In	Tsaile	Shiprock	Community Campus	Total
Elementary Education	15	1	23	39
Liberal Arts	20	5	13	38
Social Science	12	1	27	40
General Business	3	1	2	6
Office Administration	5	6	0	11
Business	6	2	2	10
Fine Arts	2	1	0	3
Clerical	3	3	0	6
Life-Sciences	1	1	0	2
Instructional Assistant	1	0	0	1
Life Science-Health Occupations	2	0	0	2
Computer Science/Mathematics	2	1	0	3
Welding	3	0	0	3
Computer Science	1	0	0	1
Navajo Language	0	1	0	1
	76	23	67	166

for the record

TESTIMONY OF EDWARD LONE FIGHT PROJECT DIRECTOR OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
TELECOMMUNICATIONS PLANNING PROJECT
BEFORE THE
SENATE COMMITTEE ON INDIAN AFFAIRS
HEARING ON TELECOMMUNICATIONS TECHNOLOGY NEEDS
OF TRIBALLY-CONTROLLED COMMUNITY COLLEGES
THURSDAY JULY 29, 1993 AT 9:30 A.M.
ROOM 485 RUSSELL SENATE OFFICE
BUILDING

Good Morning, my name is Edward Lone Fight, Project Director, AIHEC Telecommunications Planning Project.

I appreciate the opportunity to provide testimony on the telecommunications technology needs of the tribally controlled community colleges.

In 1991 Congress provided funding for the American Indian Higher Education Consortium (AIHEC) "to develop a plan that would identify how the 26 tribally-controlled and Bureau of Indian Affairs colleges can more effectively achieve their mission through the utilization of telecommunications technologies." The $250,000 appropriation was administered by the U.S. Commerce's Public Telecommunications Facilities Program (PTFP).

There are now twenty-seven tribally-controlled and BIA-operated colleges, located in 12 states. Two of the AIHEC colleges offer 4-year degrees; the approximate total enrollment is 16,000 students; and all but three of the colleges are located on Indian reservations in rural areas. The AIHEC Board of Directors appointed a Telecommunications Executive Committee to provide oversight responsibilities throughout the project. The college presidents actively participate, as do the academic deans, project representatives, technical staff from several of the colleges, and consultants in distance education.

During the 1992-93 year, the college representatives met twice; the academic deans met for the first time ever for a two-day conference; the Telecommunications Executive Committee met seven times; and the project director visited 22 of the college campuses and was in constant contact with all 27. Seven interim reports were developed during the year, including a technical profile of each of the colleges and the results from a needs assessment study of each college. Staff from the PTFP and the Public Broadcasting Service (PBS) provided valuable assistance to the project.

AIHEC determined the need to pursue the development of a satellite educational telecommunications network linking AIHEC colleges to one another, and to other institutions of higher education. This educational telecommunications network will contribute significantly to improving the education, training and quality of life for Native Americans.

An AIHEC distance learning Network will empower the tribally-controlled and BIA-operated colleges to:

- Create more learning opportunities for students
- Share AIHEC-originated collegiate instruction between institutions;
- Develop other distance learning programs via satellite or

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other telecommunications means:

- Generate tribal information from college to college;
- Provide in-service professional development training for TCC faculty and staff, tribal employees, and educational telecommunications personnel responsible for such inter-institutional and inter-tribal sharing; and
- Provide administrative communication and in-service faculty training.

The needs assessment as well as discussions from the academic deans' meeting, pointed to a number of educational and informational needs of AIHEC colleges and their tribal communities. The most commonly identified needs include:

- Undergraduate credit courses in:
  advanced math and science including natural resources and environmental studies; business and business administration; nursing and other health-related subjects--specifically third and fourth year courses not available at the two-year AIHEC colleges; tribal languages; alcohol and drug abuse; and
  elementary and secondary education--specifically third and fourth year courses not available at the two-year AIHEC colleges
- Graduate degree programs in:
  education; business administration; and
  health-related areas
- Non-credit programs for:
  fundraising; writing skills; self-improvement skill;
  alcohol and drug prevention;
  training in the use of telecommunications and computers; and
  in-service training for staff and faculty
- Administrative communications between and among;
  AIHEC presidents, deans and other key colleges administrators;
  Tribal leaders; and other Indian-related agencies and programs.

By providing greater opportunities in distance education the tribal governments will have the resources to achieve self-determination. Several AIHEC colleges have the experience and are producing various types of video-based courses and programs. The deans are working together to identify specific courses. The deans will also continue to develop policies and procedures governing registration, accreditation, training and operation of the network.

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Telecommunications Network Will Require $2.1 Million.
The first step is to secure $2.1 million for the implementation phase. This phase builds a comprehensive telecommunications network that will eventually serve multiple sites on AIHEC college campuses, as well as other receive sites to reach all of Indian Country. The specific equipment and operational support services recommended for the implementation phase are as follows:

- A special satellite receive dish for the main campus of each AIHEC college, plus the Washington, D.C. office: .....cost $336,000.
- A basic TV Reception Classroom equipment package at each college, to include TV monitors, VCR, computer, printer, modem, FAX, telephone equipment, CD ROM and computer software;.....cost $405,000.
- First year funding for a Campus Network Coordinators for each campus to oversee installation of equipment and effective use of the network in its critical start-up year;.....cost $996,300.
- Special training for the Campus Network Coordinators and first year support for network operations, three network staff and initial program services;..... cost $360,600.

The total cost for the first implementation phase is $2.1 million.
Our conclusion is that the AIHEC network use existing uplinking services on a contract basis, as needed during this initial phase, rather than purchase and support its own uplink facilities. By using existing uplinking services a savings of approximately $180,000 will be realized. Additionally, this arrangement will make it possible for programs and courses to originate from several AIHEC colleges rather than a single uplinking facility.
It is clear that current funding for AIHEC colleges cannot be used to activate the network. Diminishing or redirecting these funds could mean the loss of the very institutions the AIHEC network is intending to help.

We urge Congress to appropriate $2.1 million for the implementation of the AIHEC Educational Telecommunications Network.

We further urge Congress to waive the matching requirements for the PTFP program, in order that the equipment portion may be purchased for the first phase.

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Based upon the considerprogress achieved during the American Indian Higher Education Consortium Telecommuons Planning Project's initial planning year, the AIHEC Board of Directors approved apart Year Two work assignment:

1. Provide const services to tribal colleges to assist in the development of a plan to provical and/or regional distance learning networks and connections to existing ite networks. Such plans will include equipment lists, and projected cosr use by both the AIHEC Telecommunications Committee and the individualHEC college.

2. Pilot deliver aral college credit courses to the tribal colleges with access to an existing satte downlink. The courses will be selected following completion of a programtic needs survey and provision of staff training. With the experience gerated, colleges will be in a far better position understand the procedures reired for sharing instruction from campus to campus.

3. Arrange for iveral pilot teleconferences also to be delivered by satellite, to demonstrate he potential of in-service training. Indian agencies will be identified to work cooperatively with the tribal colleges in designing and delivering these demonstration teleconferences. The colleges involved will generate actual academic and operational experience through these pilot deliveries.

4. Develop informational materials describing the potential of a new AIHEC Distance Learning Network, to employ as the Consortium seeks the capital and operational funding required to become operational.

5. Develop a business plan projecting the continued development and management of the AIHEC telecommunications network, including location of a centralized administration office with uplink and production facilities appropriate to support a National Native American Indian Network.

The AIHEC Telecommunications Network will strive at all times to preserve the traditional values and philosophy of Native American Indians. In so developing the Network, the AIHEC colleges will seek the guidance of traditional elders, council chairs, medicine men and women, and religious leaders.

Based on the inter-state technical plan developed in Year One to interconnect all AIHEC colleges across the U.S., each college is in this second year being visited, so special in-state technical plans can be developed to link each Native American college with its developing state telecommunications network. As the result, Native American colleges will be able to originate and share instruction with groups of sister colleges as well as the entire AIHEC network. Native American colleges will be able to be interconnected with neighboring non-Indian colleges and universities for additional program sharing purposes.

As a result of modern telecommunications, Native American Indian colleges will be able to improve both teaching and learning. College curricula can be expanded. Faculty members and college staff will receive regularized in-service training. Programming will be extended beyond the college campus to nearby reservation reception points. In addition to college courses, a wide variety of non-credit educational programs will be available to Indian communities. Such is the real potential of a Native American Indian Distance Learning Network.

Jack McBride
AIHEC Telecommunications Planning
Project Consultant Director

MEMORANDUM

To:	*Jack McBride*	*NETC*
From:	George Livergood	*Lambda Communications Inc.*
	Fax: (501) 636-8997	
Date:	July 28, 1993	
Subject:	AIHEC Technical Progress	

As of today, the technical evaluation team of Lambda Communications Inc. has met with representatives from 17 of the 27 AIHEC colleges located in the states of Montana, South Dakota and North Dakota. The objective of these meetings has been to determine the parameters of the most responsive telecommunications solution possible to meet the needs previously expressed by the members of AIHEC. In the process of performing the research for the project, Lambda has also met with providers of telecommunications services within each state including the local telephone companies, long distance carriers, cable television companies and fiber optic service providers, as well as, the individual directors of state telecommunications resources within each state.

Network design goals consistent with the expressed needs of AIHEC members and the telecommunications resources available are regarded by the technical project team as "achievable" and include the following:

- ☑ Adoption of international digital video standard for future network voice, video and data compatibility as well as connectivity with other networks;
- ☑ Compatible with both public and private video and data networks such as the local telephone company, long distance carriers, cable television, satellite and other wireless technologies;
- ☑ Program origination capability of voice, video and data from any AIHEC college to any other college or group of colleges on a two-way interactive basis;
- ☑ Video teleconferencing/training capability between all AIHEC colleges;
- ☑ Connectivity with both primary and rural health care centers in order to enhance access to critical health maintanance needs of the AIHEC families;
- ☑ Two-way interactive connectivity with most post secondary institutions within each of the 12 states in which AIHEC members are located;
- ☑ Low cost distribution of one-way broadcast digital video instructional programming to any site within the United States from any AIHEC college;
- ☑ Interconnection to all state telecommunications networks within each of the 12 states in which AIHEC members are located; and
- ☑ Equal expansion capability of the AIHEC Telecommunications Network to any location in the United States without geographic or technological restriction.

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Support for the project has continued to grow at all levels. The states of South Dakota, Nebraska and Montana have been the first to volunteer additional cash, equipment and in-kind support for the AIHEC Telecommunications Network. In considered in the aggregate, the AIHEC Telecommunications Network has additional state sponsored support of in excess of one million dollars.

- The South Dakota Rural Development Telecommunications Network ("RDTN"), for example, has invited the AIHEC colleges in the state to consider connection to the state network. The Executive Director for the RDTN as advised that, if connected, the State of South Dakota will contribute a minimum of $150,000 in actual costs of equipment and support services for each AIHEC site. The five sites in South Dakota alone represent a state supported contribution of $750,000. In addition, the State of South Dakota has committed to the funding of a $1,000,000 interactive satellite uplink accessible by all AIHEC colleges as a universal gateway to other networks throughout the United States using multiple digital video and conventional analog technologies.

- The State of Nebraska has appropriated $80,000 of cash support for the implementation of the network for the single AIHEC college located in the northeastern area of the state.

- The State of Montana has also committed to the investment of a minimum of $30,000 per AIHEC site in actual new AIHEC dedicated equipment costs to be added to the state's network should the seven AIHEC colleges decide to connect to the state's telecommunications network for a total consideration of $210,000.

AIHEC TELECOMMUNICATIONS TESTIMONY
July 29, 1993
SUMMARY

In today's world, the survival of Indian Tribes and their members depends upon education, that survival can be accomplished through telecommunications technology.

The American Indian Higher Education Consortium (AIHEC) is requesting $2.1 million dollars for the implementation of an educational telecommunications network. This funding will provide: 27 downlinks for the main campuses; 27 fully equipped TV reception classrooms at each college; 27 campus network coordinator positions; special training for coordinators and three network staff; and the initial program services.

Our request for $2.1 million dollars breaks down to about $77,778 dollars per college and approximately $131 dollars per student.

Let me provide you with a brief summary on the first year planning phase, which was operational from April, 1992 to April, 1993. The project director was housed at the University of Nebraska at Lincoln in NET facilities and worked closely with the Telecommunications Executive Committee. This committee is comprised of six college presidents: Dr. [redacted], President, Northwest Indian College in Washington State; Members: [redacted]; D-Q University in California; [redacted] Community College in South Dakota; [redacted] Bay Mills Community College in Michigan; [redacted] Standing Rock Community College in North Dakota and [redacted].

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SUMMARY, PAGE 2

Stone Child Community College in Montana.

The project director played a major role in bringing together all the key players: the college presidents, academic deans, technical staff, consultants, PTFP and PBS for conferences, meetings, workshops and teleconferences. The major goal from the outset was to have input from the staff of the colleges on the development of the telecommunications project. The responsibility in achieving that goal was to create an atmosphere for involvement and input. The planning process was successful in accomplishing our goal.

From this planning process, seven interim reports were developed, which identified the distance education needs of the colleges including a video. Equally important is that this process provided an opportunity for the key players to discuss learning strategies, formulate a mission statement and develop a guiding philosophy. In conjunction with developing a guiding philosophy, it was decided to conduct a teleconference with and for tribal elders. The purpose of this teleconference is to acquaint tribal elders with satellite technology as a means of preserving tribal traditions and culture. Facility profiles were developed for each college on telecommunications hardware and personnel capabilities.

The conclusive outcome of the planning process was a final report. The final report consists of considerations, needs and recommendations.

This concludes my brief summary. I will be happy to respond to any questions.

Thank you Mr. Chairman and Members of the Senate Indian Affairs Committee for the opportunity to present testimony on behalf of Sinte Gleska University regarding the telecommunications project of the American Indian Higher Education Consortium.

My name is [redacted] and I am the Vice President of Sinte Gleska University on the Rosebud Sioux Indian Reservation in south-central South Dakota. The Rosebud Reservation is home to over 17,000 members of the western band of the Teton Sioux known as the Sicangu Oyate or Burnt Thigh People. I am humbled to be here representing my people and their institution.

During the past year Sinte Gleska University has undertaken a significant effort to identify our needs as they relate to telecommunications. Our work has focused primarily on the intent of the 1991 appropriation by Congress "*to develop a plan that would identify how the 26 tribally-controlled and Bureau of Indian Affairs colleges can more effectively achieve their mission through the utilization of telecommunications technologies.*" As the result, Sinte Gleska University has identified four objectives in the area of telecommunications and recommendations vital to meeting these objectives.

While the energy of the American Indian Higher Education Consortium (AIHEC) telecommunications project has centered around the satellite interconnection of all the AIHEC institutions, we have remained devoted to the specific mission of Sinte Gleska University in the study of our needs. Therefore, it is important to frame our objectives and recommendations relative to telecommunications with a brief history of the mission and purpose of Sinte Gleska University.

Earliest statements about the philosophy and purposes of Sinte Gleska University laid the foundation for our mission and can be summarized by the words and vision of the lakota leader Spotted Tail, for whom the University is named. Spotted Tail saw the need for reservation based education which balanced Lakota knowledge and culture with western education and skills. In 1988, in one of his final statements to his people Spotted Tail said, *"We have to pick up the weapons of the white man, and one of those weapons is education."* From this statement the mission of the nation's first tribally-controlled university was born.

> *Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, concerned about the future and willing to see the institution grow. It provides each Lakota with the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska university graduates will help determine the future development and direction of the [Rosebud Sioux] Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design,*

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implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota People in order to facilitate individual development and tribal autonomy.

Over the last two years enrollment at Sinte Gleska University has grown from 550 to almost 700, the average age hovers around 30, and as of this August (1993), Sinte Gleska University will have 400 graduates fulfilling our mission and strengthening their vision for their tribe, communities, and families.

As we stand at the edge of the 21st century Sinte Gleska University strives to fulfill our mission and the vision of Chief Spotted Tail by providing community development and education; addressing reservation and national issues impacting Indian country; and, by preserving and teaching the Lakol Wico'un or the Lakota Way of Life. Yet, technologically, we must be prepared to carry our way of life forward into the coming century true to the vision of our ancestors and true to the future of our tribe

Therefore the first of our objectives is to reverse the effects of the technology on the Lakota culture by using the technology of telecommunications in the responsible nature for which it is intended. In our struggle and success to maintain a centuries old tradition and culture, we have fought against the homogenization of our society with that of western thought, philosophy, and technology. We argue that it is our way of life and values that has ensured our success and survival.

We plan to develop the course content and methods for video courses evolving around Lakota culture with the appropriate guidelines to the Lakota philosophy of a mentor in education to the twenty communities served by Sinte Gleska University, and eventually, throughout the AIHEC institutions.

We plan to actively participate in an AIHEC telecommunications information network with Native American material developed by Native Americans. However, due to the infancy of such an endeavor it is vital that we determine the appropriate material to supplement the lack of available Native American material.

We plan to work toward the development and utilization of fiber optics. With its anticipated arrival to the Rosebud Reservation in approximately 4 years, fiber optic capabilities provide greater performance than satellites and will probably cost less.

To fully meet our objectives we must meet the following requirements:

1. hire a full-time individual, dedicated to our mission, with the knowledge and skills necessary to manage a project of this size and nature;

2. further empower our staff, students, and tribe with the ability to utilize our system to their fullest potential;

3. establish a downlink at Sinte Gleska University to increase our video resources;

4. develop curriculum in video production with an appropriate video lab for the students in the program through our General Studies Department;

5. acquire permanent space required for a high grade video production facility with appropriate equipment;

6. acquire training for faculty, community members, tribal government officials, etc., to conduct video conferencing; and

7. acquire training for instructors for video courses, seminars and workshops.

At this point Sinte Gleska University would be able to deliver our degree programs, including our graduate program in education to each of the AIHEC member institutions, as well as, to Indian country where this technology exists. In addition, the opportunity for each of our tribal members would immediately expand beyond the boundaries that exist on the Rosebud, such as poverty, unemployment, and racial injustice.

However, the ability to meet our objectives and provide these opportunities to the People of the Rosebud is dependent on accessing sufficient resources.

As this Committee is aware, tribal colleges and Sinte Gleska University, have historically struggled to provide educational opportunity to our respective tribal citizens with severely limited funding. Our need for increased funding to the level authorized by the Tribally Controlled Community College Assistance Act (P.L. 95-471) is clearly documented each year before the Senate and House Appropriations Committees. Yet each year as enrollments increase in our institutions, we are forced to maintain level funding, and in some instances, like ours, we face decreases in funding.

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In spite of the financial outcomes, we have proven success and a solid foundation for growth. The telecommunications project at Sinte Gleska University will only strengthen our ability to participate in western society and continue our contribution to its development; including meeting the objectives of President Clintons' proposed legislation, Goals 2000: Educate America Act.

Your participation as trustee for tribal nations and their citizenry is critical to the success and life of the AIHEC Telecommunications project. At Sinte Gleska University the project requires $20,000.00 for the first year to meet the aforementioned objectives and requirements. We anticipate that over three years Sinte Gleska University would need $250-300,000 to fully implement a telecommunications system in each of our reservation communities. This would further enable our participation in the AIHEC satellite network.

We believe, as do our tribal members, who we represent, that there is hope. Hope that our children will be empowered to seize future opportunity, and hope that we will leave for them a history of the Lakota way of life to give them courage, bravery, fortitude, and wisdom.

Sinte Gleska University thanks you Mr, Chairman and Members of the Committee for your continued interest in Sinte Gleska University and tribal colleges throughout the nation. Through your efforts we are able to keep our hope alive.

Sinte Gleska University
AIHEC Facilities Testimony
July 29, 1993

THE HONORABLE DANIEL K. INOUYE: Chairman, Senate Select Committee on Indian Affairs

Sinte Gleska University is pleased to submit this testimony relative to the critical need for new and improved facilities among the 28 tribal colleges comprising the American Indian Higher Education Consortium.

The need for adequate facilities has been an institutional concern for Sinte Gleska University dating back to our beginning years of operation. Originally conceived as a dispersed learning system with academic delivery in the communities, the primary emphasis for Sinte Gleska University since 1982 has centered on establishing the Antelope Campus area on the outskirts of Mission, South Dakota through construction and renovation efforts in order to alleviate our many and widespread space needs.

The Antelope Campus is currently the delivery center for 90%-95% of classes offered by Sinte Gleska University. The remaining classes are delivered in Winner, South Dakota through our East Reservation branch campus site, approximately 45 miles from Mission.

Facilities located on the Antelope Campus include:

Bookstore	Human Services Building
Science Center	Student Lounge
Art Building	Voc Ed Building
Earth Building	Lakota Studies Building
Library	Counseling Center

Of the aforementioned facilities, two buildings are renovated tribal housing purchased initially for $200-$500 per unit, one is a renovated school building purchased for $700 and 2 are mobile homes including a 1993 model which was purchased with G.S.A. Emergency Facilities Funds as authorized by Congress. The Library has added 9,000 square feet since 1987 through funding provided by the Library Services and Construction Act. The Lakota Studies Building, constructed by "expanded log technology" and which stands as the centerpiece of our Antelope Campus, was built entirely with institutional monies during the early 1990's. The Voc Ed Building and Earth Building were constructed by SGU Building Trades students in the latter 1980's using federal grant funds in conjunction with their field experience training. Two 1970's model mobile homes are also situated on campus for use by the SGU Maintenance Department. In addition, Sinte Gleska University owns 2 houses located in the town of Mission, about 1 mile from campus, which provide office and limited classroom space for our Elementary and Secondary Education programs.

A recent institutional facilities survey, conducted in June of 1993, confirms the growing need for greater classroom space to accommodate our increasing student population which now totals 700 students. In this survey, the seven academic departments at Sinte Gleska University identified a need for 18 more classrooms, particularly those large enough to seat 25-35 students, beyond the present number of 16 classrooms. Also cited in the survey was the need for 10 more laboratory-type classrooms for computer, language, science, art and student research purposes. In sum, the instructional program component alone requires an additional 28 more classrooms plus 15 staff offices as we prepare to begin the 1993-94 academic year when student enrollment is once again expected to increase by 5%-10%. Specific instructor comments offered in the survey process include: "have one classroom for entire department"; "need more computer work stations--turn away about 30-50 students during registration"; "not meeting the need for computer literacy on the Rosebud Reservation because of limited resources"; "we're not able to adequately train students with what we have"; present set-up hampers productivity for both students and staff"; and "(present) restricts us on how we serve students--can do a better job with improved facilities".

Another major facilities consideration involves the need to consolidate our administrative and academic divisions at a single location rather than the existing circumstances wherein our administrative offices are maintained in Rosebud and our academic departments in Mission, a distance of 15 miles between the two sites. This distance factor, along with the overall condition of our facilities, is regularly mentioned by accreditation teams as a potential concern in terms of efficiency and management. And while we at Sinte Gleska University have implemented the necessary measures to guarantee full and quality services and opportunities for our students, we do recognize that a single location would be in our best institutional interests. Here too, the earlier acknowleged "limited resources" prevents us from any immediate facilities consolidation plans.

Long-range facilities aspirations for Sinte Gleska University seek the construction of a new student lounge/center and a gymnasium (or a combination thereof) and a combined Administration/Education Building on the Antelope Campus. The current student lounge area, for 700 students, is a 1976 24' X 60' mobile home which provides office space for one program counselor, a small kitchen and dining space for the SGU Student Lunch Program and a small weight room. We do not have dormitories, an auditorium, a gymnasium nor a cafeteria. Cost estimates for the combined student center and gymnasium range from $700,000-$900,000 and from $2.5 million-$3.0 million for the combined Administration/Education Building.

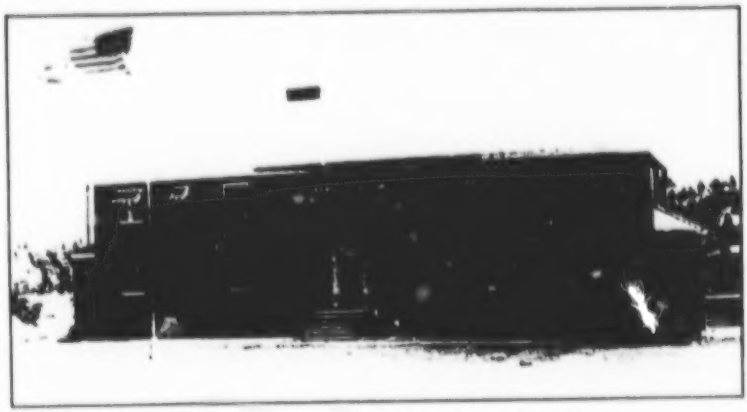
Sinte Gleska University refers to the above projects as long-range aspirations because we do not have any definitive access to available construction monies in the foreseeable future. The only time we used institutional funds for construction was to build the Lakota Studies Building, completed in 1991, and we still feel the

impact of losing those monies from our General Fund, especially this year when we enter the last three months of the fiscal year facing a possible budget deficit. The reality is that while we and other AIHEC tribal colleges must delay such important construction projects until a later date when funding is secured, these facilities are needed today. We clearly require that the facilities provision in P.L. 95-471, "The Tribally Controlled Community College Assistance Act of 1978, as amended" be given high priority for appropriations over an extended period of years in order to address the ever-increasing postsecondary student growth among tribal colleges throughout Indian country.

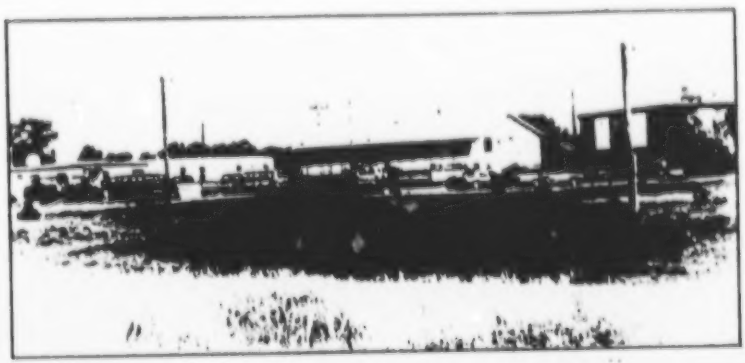
In the 1970's, during the formative stage of tribal college development, a BIA facilities report indicated that Sinte Gleska University demonstrated the greatest level of facilities need. During the 1980's, with 20-25 tribal colleges in existence, Sinte Gleska University fell in ranking to the mid-level of facilities need. A new and comprehensive assessment of facilities need must be undertaken as soon as possible. In 1987 the BIA requested certain facilities information in conjunction with P.L.95-471, as amended, at which time we reported the following findings: "Our facilities goal is to centralize at a single campus site to enhance institutional efficiency and resource coordination which will enable the delivery of expanded academic program opportunities and services for Sinte Gleska University students. New facilities will help improve both student and staff morale and furnish appropriate space for classroom and office purposes. New facilities will also eliminate many of the on-going problems related to over-crowded conditions which frequently pose obstacles to recruitment and program delivery. New facilities will assist in achieving institutional plans for growth and represent tangible evidence regarding the higher education potential on the Rosebud Reservation".

These same words hold true in 1993. Sinte Gleska University students continue to make substantial sacrifices to pursue a postsecondary education. Our students are familiar with institutional financial constraints so they rarely complain about the lack of adequate facilities. Our students deserve better facilities.

Thank you for your support and efforts in respect to this matter.



Sinte Gleska University Rosebud Administration Building.



Partial view of the Sinte Gleska University Antelope Campus.

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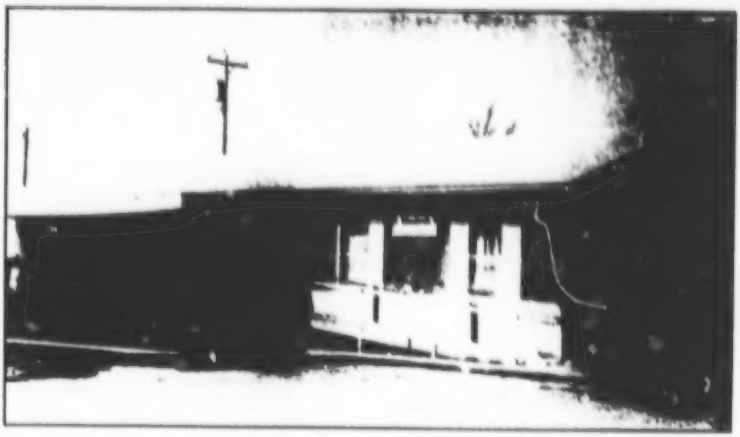

Sinte Gleska University Student Lounge.

Student Lounge study area and kitchen.

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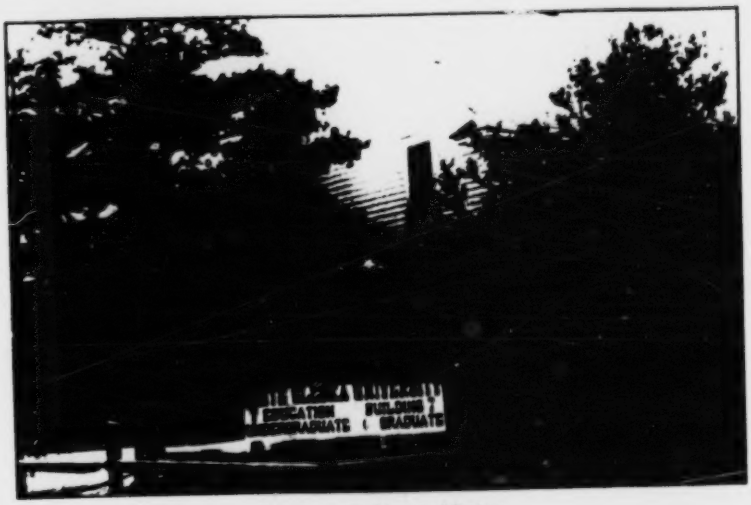

Education Building in Mission.

Education Building Classroom.

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ISBN 0-16-043437-8

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